DOCUMENT RESUME

ED 353 081 PS 021 082

TITLE	Investing in Children. Hearings before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Second Congress, Second Session. Special Hearings.
INSTITUTION	Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.
REPORT NO	ISBN-0-16-039551-8; Senate-Hrg-102-871
PUB DATE	92
NOTE	267p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402 (Stock No. 552-070-136-69-0, $9.50).
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Adolescents; *At Risk Persons; Children; Community Services; Cooperative Planning; Delivery Systems; Early Childhood Education; *Early Intervention; *Educational Improvement; Elementary Secondary Education; *Family Programs; *Federal Aid; Federal Programs; Hearings; Public Policy; *Social Services; State Programs
IDENTIFIERS	Congress 102nd

ABSTRACT

Hearings were conducted in Newark (New Jersey), Los Angeles (California), Detroit (Michigan), and Atlanta (Georgia) to elicit testimony concerning public investment in education and social services for children and their families. At each of the four hearings, an opening statement by Senator Tom Harkin was followed by statements from individuals interested in children's education and services. In the four hearings, oral and written testimony concerning the need to improve and better fund education and social services for children and their families was presented by nearly 50 senators, representatives, mayors, educators, health care providers, religious leaders, community leaders, and concerned individuals. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

S. HRG. 102-871

INVESTING IN CHILDREN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED353081

HEARINGS

BEFORE A

SUBCOMMITTEE OF THE
COMMITTEE ON APPROPRIATIONS
UNITED STATES SENATE
ONE HUNDRED SECOND CONGRESS

SECOND SESSION

SPECIAL HEARINGS

Printed for the use of the Committee on Appropriations

PS 021082

U.S. GOVERNMENT PRINTING OFFICE
59-960 cc WASHINGTON : 1992

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-039551-8

BEST COPY AVAILABLE

59-960 O - 92 - 1

COMMITTEE ON APPROPRIATIONS

ROBERT C. BYRD, West Virginia, *Chairman*

DANIEL K. INOUYE, Hawaii
ERNEST F. HOLLINGS, South Carolina
J. BENNETT JOHNSTON, Louisiana
QUENTIN N. BURDICK, North Dakota
PATRICK J. LEAHY, Vermont
JIM SASSER, Tennessee
DENNIS DECONCINI, Arizona
DALE BUMPERS, Arkansas
FRANK R. LAUTENBERG, New Jersey
TOM HARKIN, Iowa
BARBARA A. MIKULSKI, Maryland
HARRY REID, Nevada
BROCK ADAMS, Washington
WYCHE FOWLER, JR., Georgia
J. ROBERT KERREY, Nebraska

MARK O. HATFIELD, Oregon
TED STEVENS, Alaska
JAKE GARN, Utah
THAD COCHRAN, Mississippi
ROBERT W. KASTEN, JR., Wisconsin
ALFONSE M. D'AMATO, New York
WARREN RUDMAN, New Hampshire
ARLEN SPECTER, Pennsylvania
PETE V. DOMENICI, New Mexico
DON NICKLES, Oklahoma
PHIL GRAMM, Texas
CHRISTOPHER S. BOND, Missouri
SLADE GORTON, Washington

JAMES H. ENGLISH, *Staff Director*
MARY S. DEWALD, *Chief Clerk*
J. KEITH KENNEDY, *Minority Staff Director*

SUBCOMMITTEE ON DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES

TOM HARKIN, Iowa, *Chairman*

ROBERT C. BYRD, West Virginia
ERNEST F. HOLLINGS, South Carolina
QUENTIN N. BURDICK, North Dakota
DANIEL K. INOUYE, Hawaii
DALE BUMPERS, Arkansas
HARRY REID, Nevada
BROCK ADAMS, Washington

ARLEN SPECTER, Pennsylvania
MARK O. HATFIELD, Oregon
TED STEVENS, Alaska
WARREN RUDMAN, New Hampshire
THAD COCHRAN, Mississippi
PHIL GRAMM, Texas
SLADE GORTON, Washington

Majority Professional Staff
J. MICHAEL HALL, JAMES J. SOURWINE, CAROL C. MITCHELL, AMY SCHULTZ, and MARGARET STUART

Minority Professional Staff
CRAIG A. HIGGINS and BETTILOU TAYLOR

Administrative Support
GLADYS CLEARWATERS and SUSAN A. MCGOVERN

CONTENTS

Tuesday, May 26, 1992

NEWARK, NJ

Page
Opening remarks of Senator Harkin 1
Opening remarks of Senator Frank J. Lautenberg 4
Prepared statement 7
Statement of Mayor Sharpe James 8
Prepared statement 13
Statement of Hon. Donald M. Payne, U.S. Representative from New Jersey 16
Prepared statement 19
Band-Aid on poverty 20
Statement of Robert C. Winters, chairman and chief executive officer, Prudential Insurance Co. of America 24
Prepared statement 27
Statement of Dr. Linda Singletary, radiologist and Head Start graduate, Brooklyn, NY 31
Statement of Michael Anthony Lawrence, II, Head Start graduate, Newark, NJ 39
Statement of Willis Reed, senior vice president, basketball operations, New Jersey Nets 40
Statement of Rev. Dr. James A. Scott, pastor, Bethany Baptist Church, Newark, NJ 43
Prepared statement 45
Statement of Dr. Kendell Sprott, associate medical director, Children's Hospital, Newark, NJ 52
Statement of Patricia Barrett, kindergarten teacher, Westfield, NJ 56
Prepared statement 59
Biographical sketch 60
Statement of Margaret H. McLeod, president, Association for Children of New Jersey [ACNJ] 61
Prepared statement 64
Statement of Bishop Gilmore, St. John Unified Freewill Baptist Church 71

MATERIAL SUBMITTED SUBSEQUENT TO CONCLUSION OF HEARING

Statement of Audrey Harris, executive director, Newark, Pre-School Council, Inc 73
Statement of Eugene C. Campbell, executive superintendent, Newark Board of Education, Newark, NJ 73
Statement of Mary Mathis-Ford, chairman, Board of Concerned Citizens of the University of Medicine and Dentistry of New Jersey 75
Statement of Carole A. Graves, president, Newark Teachers Union, Newark, NJ 76

Thursday, May 28, 1992

LOS ANGELES, CA

Opening remarks of Senator Tom Harkin 79
Statement of Hon. Tom Bradley, mayor, Los Angeles, CA 83
Prepared statement 87
Statement of Hon. Julian C. Dixon, U.S. Representative from California 93
Prepared statement 98

Page
Statement of Edward James Olmos, actor, Los Angeles, CA 104
Statement of Veronica Gutierrez, adolescent family life program graduate, Los Angeles, CA 114
  Prepared statement 124
Tiffany Fenderson, Head Start graduate, Los Angeles, CA 117
Statement of Christelene Ennis, Head Start graduate, Los Angeles, CA 117
  Prepared statement 124
Statement of Dr. Shirley L. Fannin, director, disease control programs, Los Angeles County Department of Health, Los Angeles, CA 125
  Prepared statement 131
Statement of Dr. Carolyn Reid-Green, director, Drew Child Development Center, Los Angeles, CA 136
  Prepared statement 139
Statement of Jim Steyer, president, Children Now, Los Angeles, CA 141
  Prepared statement 144
Statement of Eugene R. Wilson, president, the ARCO Foundation, Los Angeles, CA 146
  Prepared statement 148

MONDAY, JUNE 29, 1992

DETROIT, MI

Opening remarks of Senator Harkin 159
Statement of Hon. Donald W. Riegle, U.S. Senator from Michigan 162
Statement of Hon. Barbara-Rose Collins, U.S. Representative from Michigan 164
  Prepared statement 166
Statement of Angela Collins, Lula Belle Stuart Center 170
  Prepared statement 171
Statement of Richmond Taylor, Jr., sixth grade student, Remus Robinson Middle School 172
  Prepared statement .... 17[illegible]
Statement of Kimberly Wilson, fourth grade student, Peterson-Warren Academy 174
  Prepared statement 174
Statement of Charles Boyer, vice president, Blue Cross & Blue Shield 180
  Prepared statement 182
Statement of Wilhelmina Jennings, executive administrator, Institute of Maternal and Child Health, Wayne State University 183
  Prepared statement 185
Statement of Terri Wright, director, Child and Family Services Bureau, Michigan Department of Public Health 186
Statement of Augustine Jones, retired teacher, Louis Pasteur Elementary School 192
Statement of Michele Strasz, chair, Michigan Coalition for Children and Families 195
  Prepared statement 197

THURSDAY, JULY 9, 1992

ATLANTA, GA

Opening remarks of Senator Harkin 203
Statement of Senator Wyche Fowler 203
Statement of Coretta Scott King, founding president and chief executive officer, Martin Luther King, Jr., Center for Nonviolent Social Change, Atlanta, GA 207
  Prepared statement 209
Statement of Rev. Dr. Joseph E. Lowery, president, Southern Christian Leadership Conference 210
  Prepared statement 212
Statement of Evander Holyfield, undefeated heavyweight boxing champion, Atlanta, GA 217
Statement of Debbie Lackey, teen parent, Teen Services of Atlanta, Teen Parent Program, Atlanta, GA 226
  Prepared statement 226

Page
Statement of Almeda Ringer, Head Start graduate, Atlanta, GA ... 227
Statement of D'Anthony Reaves, Head Start graduate, Atlanta, GA ... 227
Statement of Dr. Judson L. Hawk, Jr., senior advisor for children's issues, the Atlanta Project, Carter Presidential Center ... 232
Statement of Dr. William R. Elsea, commissioner of health, Fulton County Health Department, Atlanta, GA ... 235
  Prepared statement ... 239
Statement of Mary Frances Williams, director of Advocacy, Families First, Atlanta, GA ... 242
  Prepared statement ... 244
Statement of Dwight Evans, executive vice president for external affairs, Georgia Power Co., Atlanta, GA ... 247
  Prepared statement ... 248
Statement of Hortense Linsey, elementary school teacher, Benteen Elementary School, Atlanta, GA ... 250
  Prepared statement ... 252
Statement of Leonard Davis, Sr., White Workers Referral Service Register, Atlanta, GA ... 261

INVESTING IN CHILDREN—STATE OF CHILDREN IN NEWARK, NJ

TUESDAY, MAY 26, 1992

U.S. Senate,
Subcommittee on Labor, Health and Human Services, and Education, and Related Agencies,
Committee on Appropriations,
Newark, NJ.

The subcommittee met at 10:30 a.m., at St. John Unified Freewill Baptist Church, Newark, NJ, Hon. Tom Harkin (chairman) presiding.

Present: Senators Harkin and Lautenberg.

NONDEPARTMENTAL WITNESSES

STATEMENT OF SHARPE JAMES, MAYOR, NEWARK, NJ

OPENING STATEMENT OF SENATOR HARKIN

Senator **Harkin**. The Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, will come to order.

First, I want to express my appreciation to Mayor Sharpe James, Congressman Donald Payne, and all the other witnesses who have taken time out of their busy schedules to examine the state of children in Newark.

I also want to thank Bishop Gilmore of the St. John Unified Freewill Baptist Church for letting us meet here this morning.

I want to thank my colleague and good friend, Senator Frank Lautenberg, for his leadership in addressing our human needs in this country.

Senator Lautenberg and I both serve on the Appropriations Committee. He chairs an important subcommittee, and so do I. And together we address the real needs of our cities in this country.

Senator Lautenberg, chairs the Appropriations Subcommittee on Transportation, which funds what I call our physical infrastructure. I chair the subcommitte meeting here today—on Labor, Health, Human Services, and Education which funds our human infrastructure. Between the two subcommittees we address the problems of the human infrastructure and the physical infrastructure in America. That is one reason we work so closely together.

Earlier this month I began a series of hearings which will continue into next month focusing on the consequences of our failure to invest in human beings. We have heard from Mayors David Dinkins of New York, Norm Rice of Seattle, and Michael White of

Cleveland. Today, we will hear from Mayor Sharpe James, and 2 days from now we will be in Los Angeles to hear from Mayor Bradley. The message I have heard from every mayor I have spoken to was this: Los Angeles could have happened anywhere, in any one of our cities. Los Angeles was a national wake-up call, and we cannot afford to hit the snooze bar and roll over and go back to sleep.

In the aftermath of the riots, the President's spokesmen blamed the Great Society. Then, last week, Vice President Quayle tied Murphy Brown to the decline of our family values. While we may differ over who is to blame, we should be able to agree on who suffers the most from the problems of urban America and our Nation's families—and that is our children.

The hearing today and the ones we have had in Washington and the ones we will be having around the country are meant to focus on the need to invest in children's programs and what are the consequences of our failure to do so.

The statistics tell a story as chilling as the images of wanton violence and burned-out buildings in Los Angeles. One out of every five children live in poverty in America—100,000 children die each year because of it. In New Jersey alone, if you made a city of all the poor children under the age of 18, it would be the largest city in the State, even bigger than Newark. I got that from Mayor James' testimony. I hope you do not mind me stealing a little bit of your testimony.

In Newark alone 40 percent of the children under the age of five live in poverty; more than one of every 10 children born are low birthweight babies, more than twice the national average. One in every seven children has no health insurance. One in every six children is expected to suffer the ill effects of lead poisoning. And those are just a few of the grim statistics.

We can document the cost of poverty borne by our children: More hunger, more low birthweight babies, more infant deaths, and more child disabilities. Too often we forget we all pay the long-term costs: More crime, more violence, higher drop-out rates, more unemployment, higher welfare costs, and lower economic productivity.

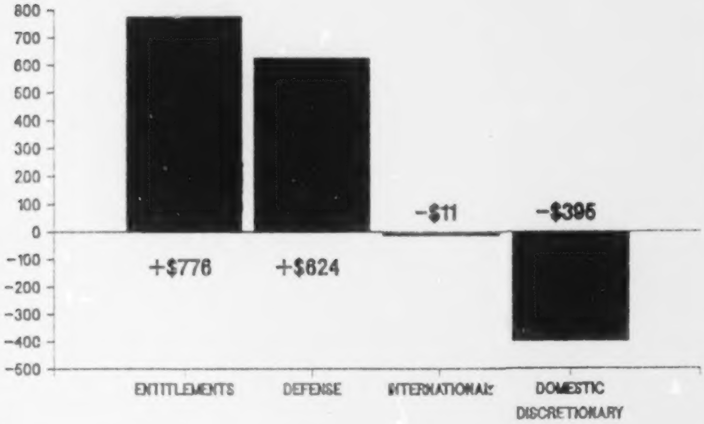
We are not here today just to describe the problem. We are here to end it. But to do so, we need to understand what got us here in the first place.

Over the last 11 years, Federal spending on domestic discretionary programs—education, health care, job training and human services, and children's programs—has been cut by $395 billion.

Please look at this chart.

Cumulative Real Increase or Decrease to CBO Baseline

Fiscal Years 1981–1991, (Outlays in Billions of Dollars)



Source: Congressional Budget Office

How the U.S. Compares to Other Countries

	U.S. RANK
Gross National Product	1
Infant Mortality	19
Childhood Deaths Under Age 5	19
Low–Weight Births	29
Polio Immunizations at Age 1	17

These two charts are from the Congressional Budget Office. If you look to the left side of the first chart, the two black columns symbolize the increases from 1981 to 1991. On the left $776 billion in entitlement. That is Medicare, Medicaid, Social Security. Next to that, $624 billion in military spending. On the right is what we spend, we lost $11 billion in foreign aid but in domestic discretionary programs, Head Start, immunizations, WIC programs, maternal and child health care, all of these programs, we are down $395 billion in the same period of time. That tells the story right there.

The next chart displays how we compare to other countries. In gross national product we are No. 1. We are the richest country on the face of the Earth. But in infant mortality we are 19th, in childhood deaths under 5 years old we are 19th, in low-weight births we are 29th, in polio immunization at age one we are 17. That sort of begs the question, Mayor James and Congressman Payne, if we are so rich how come we are so poor? Let me say it again: If we are so rich, how come we are so poor? I think this is the real question that we have to answer.

Investments in children and all these programs—Head Start, immunization, preventive health care, child nutrition—have not kept pace with the need. What has happened to America's young families with children, I believe, is a national disgrace. The median income for young families with children adjusted for inflation went down one-third between the early 1970's and 1990. As a result, poverty among young families more than doubled.

We know what works. We have a track record. We know that $1 invested in prenatal care saves up to $3.30. A dollar invested in WIC saves $3.13. Yet 40 percent of the eligible children in Newark were not served by WIC programs. A dollar invested in immunization saves $10 in treatment cost. Yet 30 percent of our children under age 2 are not fully immunized. A dollar invested in Head Start saves between $2.50 and $6 in special education, reliance on public assistance, and crime costs. And, yet, I think, only about one-half of the eligible children in Newark are being served by Head Start today.

So the message is clear. We can either invest money on the front side of life and prevent problems and help children develop or we can spend a lot more money later on the back side of life to help patch and fix problems after they develop.

I hope today's hearings and the one next Thursday in Los Angeles and the ones I will be having, hopefully, in Detroit and Atlanta will make the case that we can no longer afford a policy of disinvestment in our people and in our kids. A policy that ignores the needs of our children and the needs of the people of our Nation.

I want to thank you all for agreeing to participate in today's hearing and I thank you all for being here. I can think of nothing more important to the future of this country than the need to invest in our kids. And that is what this committee and subcommittee is about.

At this point I would like to yield to my colleague, Senator Lautenberg, and any opening statement he might have.

OPENING REMARKS OF SENATOR FRANK J. LAUTENBERG

Senator LAUTENBERG. Thank you very much, Senator Harkin.

Senator Harkin mentioned that we both chaired subcommittees on Appropriations, significant subcommittees. My subcommittee funds our Nation's physical infrastructure. His subcommittee funds our Nation's human infrastructure.

I guess paraphrased you could say I supply the brawn and he supplies the brains.

In any event I think all of you know that Tom Harkin, Senator from Iowa, was a significant and serious contender for the nomination for President of the United States. And I think if Tom Harkin had the benefit of coming from a larger State with higher presence in terms of the community that he serves so diligently, perhaps we would have not been able to get his time today. But we are grateful that he is here.

You would expect that Tom Harkin, coming from Iowa would have perhaps a different agenda than what we are discussing today, the children of our country, especially those children in the urban environment. That is because Iowa is not known for its urban environment. That is fair to say. It is primarily an agricultural State and its citizens have different needs than New Jerseyans. But Tom Harkin is a man who puts principle on the table wherever he is. He does not deliver a different message in other parts of the country than he does here. Tom, we are so pleased to have you here and we thank you for bringing the subcommittee to Newark to evaluate the programs that help our children early in life.

I also want to thank those who are appearing as witnesses for coming this morning. We have two very distinguished panelists in our first panel, we also have distinguished panelists in our other panels, but right now we are pleased to have Congressman Payne and Mayor Sharpe James, each of whom represents a significant accomplishment on their own.

Mayor James heads a very, very important community here in Newark. Because of his zeal and because of his belief that one person can make a difference, Mayor James has gained national recognition, even as he tends to his community here. He has been involved in something I like to call Operation Uplift. If you look around town, you will see these isolated places of opportunity, of vision. You see things happening. Things are building, and, believe me, it was from a tough start.

And with Mayor James we have Congressman Payne. Oddly enough, Tom, both these gentlemen have spent much of their professional lives in the education area. Congressman Payne and Mayor Sharpe James both taught in schools here in Newark.

Congressman Payne is the first African-American to represent any congressional district in the State of New Jersey. In a very short time he has made excellent progress and he is headed for some very significant seniority.

Senator Harkin covered the issues fairly thoroughly. I think the highlight, as we looked at the chart, was the fact that during the last 12 years, the two administrations that were in office put the needs of our kids on the back burner. The front burner contains star wars, bombers, exotic weapons, the savings and loan industry, and tax cuts for the wealthy. When the democracies of Kuwait and Saudi Arabia needed help, we sprang to action for those democracies. We found the resources to do it. Right now Senator Harkin and I are very much aware of the fact that the President has put forward a program that would be of help to Russia and the new republics that sprang out of the former Soviet Union. And we want to help people. But we cannot help people at the expense of our own in our own States and in our own community.

So what we have seen, unfortunately, is that the recognition of our problems in our Nation's cities have gone on since the 1960's but have been neglected since.

Now, there is newly-focused attention that has come as a result of the frustration with the verdict in the Rodney King trial. While policymakers and the news commentators began to look at the underlying programs and needs of our children in our cities, the White House spokesman laid much of the blame for the despair in our cities at the feet of social programs of the 1960's and 1970's. Imagine pointing back there and saying, that was the problem. But it was apparent that this would not fly and that very quickly there had to be a change in tune.

Many of the programs that we are going to talk about today originated during that period of time. Head Start, for instance, and others began in the 1960's. And if you had a chance to walk through the classrooms downstairs and talk to the children from Head Start, one thing that we know is children are children whether they are African-American children or white children or Asian children or others, and they are all beautiful. When that little boy Kenny gave me a high-five, he almost knocked me over. He is only 4 years old. The children were so responsive when given an opportunity to do something. That is what we have to talk about.

The people of Newark believe that prenatal care, immunization, community health care will help our children live healthy and productive lives. They see a role for local government, State government, community organizations, and the private sector working together to help solve the problems that our children face. The people of Newark are ready to put the cold war behind us and put an end to the war zones in our cities. They want to drastically increase the investments in our children. And, the leadership comes from Sharpe James, mayor of this city.

So while we must work to make life better for our kids, we also have to acknowledge and deal with the root causes of the explosive anger that resulted in the Los Angeles riots: Unemployment, crime, drugs, racism, poverty, and the hopelessness that affects our cities and their residents. While these problems are immense, they are only symptoms that result in underinvestment in our children that begins even before they are born.

So we cannot continue to ignore these problems and write off millions of young Americans who grow up without hope. They are the ones that have to lead our Nation in the next century. They represent the future for America. And I believe that we can reverse that trend but only if every American realizes that our future is a democratic society and our economic prosperity is inextricably linked to keeping the American dream within the reach of all Americans. That children can only pull themselves up by the boot straps if they first have some basics, like preschool education and health care.

So that is what we are talking about here. And that is why Tom Harkin, a Senator with a very distinguished record of concern for people everywhere across this country, has graced us with his presence here this morning, and we are grateful. I look forward to hearing from our witnesses and from those who are going to provide us with some insights into how to share our Nations problem. Thank you very much.

[The statement follows:]

STATEMENT OF HON. FRANK R. LAUTENBERG

We are here today to discuss the future of our most precious resource, our nation's children. Tragically, for the last twelve years, the Reagan/Bush Administration has put the needs of our kids on the backburner. On the front burner, they put star wars, bombers, exotic weapons, the savings and loan industry and tax cuts for the wealthy. Along with Senator Harkin, I have fought to reorganize these misguided priorities. Unfortunately, these efforts have had limited success.

However, now we have seen from the White House some recognition of the problems that our nation's cities have experienced since the 1960's. Regrettably, this newly focused attention has come as the result of riots in our nation's cities triggered by the frustration with the verdict in the Rodney King trial.

While policymakers and commentators began to look again at the underlying problems and needs of children in our cities, the President's spokesman layed much of the blame for the despair in our cities at the feet of the social programs of the 1960's and 1970's. Many of the programs we will learn more about today originated during this time. Head Start, etc, etc. began in the 1960's.

Newark has a different outlook. This community is banding together to improve the quality of life for its residents, not seeking to lay blame. People here believe that government programs can have a positive effect on our children.

People here believe that Head Start can help a child ultimately succeed in school and in life.

The People of Newark believe that providing pre-natal care, immunizations, and community health care will help our children live healthy and productive lives.

The People of Newark see a role for local government, State government, community organizations and the private sector working together to help solve the problems that our children face.

The people of Newark are ready to put the Cold War behind us and put an end to the war zones in our cities.

The people of Newark want to drastically increase the investments in our children.

While we must work to make life better for our children, we must also acknowledge and deal with the root causes of the explosive anger that resulted in the Los Angeles riots—the unemployment, crime, drugs, racism, poverty, frustration and hopelessness that afflict our cities and their residents. While these problems are immense, they are merely symptoms that result from underinvestment in our children that begins even before they are born.

Today's generation of youth is one that has grown up in substandard housing riddled with drugs, crime, and addicts. A generation educated in second rate schools, lacking in the skills they need to get a job in today's economy. Or tomorrow's.

We cannot continue to ignore these problems or continue to write off the millions of young Americans who grow up without hope. They are the ones who must lead our nation into the next century. They are the future of America.

I believe we can reverse this trend. But only if every American realizes that our future as a democratic society and our economic prosperity is inextricably linked to keeping the American dream within reach for all Americans. That self-help only goes so far. That children can only pull themselves up by the bootstraps if they can first afford some basics like preschool and health care.

We need to get beyond the rhetoric and take real action. Throwing money at every problem is not the answer, but providing more resources to nurture our children is certainly part of the answer. Critics say that spending more on social programs is not cost effective. But all of the evidence shows that investments we make in children really are investments. For every $1 we spend on Head Start, we save $4 down the road in other social services.

In addition, the cost of providing full pre-natal care to a woman can total $400 at a community health center, whereas a very low birthweight baby's stay in a neonatal intensive care unit can cost up to $150,000.

Investing our resources in children is not always popular. The benefits of these investments are often reaped many years in the future. Investing in children is like a 30 year mortgage and we need to make the downpayment now.

Shifting money from Defense to programs like the Maternal and Child Health Block Grant will mean that more pregnant mothers will receive pre-natal care and more children will be born healthy. Don't be confused by budget rules and hyperbole! When we continue to spend money on weapons to fight a Cold War that we have already won, we prevent kids from being immunized and keep eligible kids out of Head Start. It is that simple!

STATEMENT OF MAYOR SHARPE JAMES

Senator HARKIN. Thank you very much, Senator Lautenberg. I just want to note for the record that in all of the efforts that we have had over the last few years in the Appropriations committee to shift funding from star wars and B-2 bombers and things like that, to meet our human needs and our human services, Frank Lautenberg has been a vote you could always count on, a vote to shift those priorities, and a vote to change the spending. For that I am very, very grateful to you, Frank.

Now, we turn to our panels. First, the Honorable Sharpe James, the mayor of Newark. First elected to office in 1986, reelected in 1990. As Senator Lautenberg said, Mayor James spent most of his life in local schools, he was a college professor for 18 years before becoming mayor. He serves as second vice president of the National League of Cities and, hopefully, will move up the ladder to the top. Mayor James is a lead spokesman for urban America. He was the leader of the march on Washington on May 16, Save Our Cities, Save Our Children March that occurred in Washington, DC.

Dynamically someone that I am proud to call a friend and someone who I think epitomizes what is best in being a public servant, taking care of his people. Mayor James, we are proud to have you here.

Mr. JAMES. Senator Harkin, let me welcome you to Newark from Iowa and personally thank you and Senator Lautenberg for holding this hearing here in the city of Newark. Not just holding it in the city of Newark, but in a real neighborhood; this is not downtown or uptown, this is in a neighborhood where we have problems of all the social dimension that you speak of today.

When they talk about "New Jersey Works," it works because of Senator Frank Lautenberg who has been the forefront, the renaissance of this entire State. And, of course, we met with you because of your eloquence on the issues facing America and the problems and solutions you offered. Both Congressman Payne and I are glad to call you our first presidential campaign choice. We want to make sure we say that publicly today.

Senator HARKIN. I appreciate that.

Mr. JAMES. But we want to welcome you to the city of Newark.

We are in a church, St. John Unified Freewill Baptist Church, it is unique. Bishop Gilmore, that is the current title, formerly part of Newark's finest, a member of the police department, and now ordained into the ministry. He is a renowned pastor and now a bishop. And I would dare say, saving more souls now with this church where we have drug problems and other things by inviting people in, not locking them up now, but inviting them in for spiritual guidance.

I shortened my speech about 4 pages.

It is very important that the St. John Unified Freewill Baptist Church was chosen for the site of this meeting because we are able to witness firsthand the successful impact that Federal preschool programs, such as Head Start, have had on our children. And I am very honored to say the director of the Newark preschool is here. Her husband, the late Earl Harris, a freeholder and our council president, was probably called "Mr. Politician" because of his eloquence and his fighting for the city of Newark. I do want to recognize that Ms. Audrey Harris, the director of Newark preschool, is with us this morning.

I share your concerns that our youngsters must be ready to meet the challenges of an ever shrinking U.S. share of the global economic pot. Our task is to provide the funds and programs to prepare them to compete with other children throughout this State, across America, around the world. This preparation must begin even before they are born with proper prenatal care and continue throughout their earliest years by providing day care, immunization and preventive medical, nutritional and preschool services. Unfortunately, as we well know, 12 years of the Reagan/Bush administration has had a deleterious effect on our cities and especially on programs for those who cannot vote, who have no voice, our children.

Two weeks ago I joined with mayors around this country in a massive demonstration at our Nation's Capital to urge the President and Congress to do something now to save our cities and to save our children. I have my T-shirt in the car still.

This was billed as a wake-up call for America and became an even more poignant plea in light of the violence and destruction that erupted in Los Angeles, which we fortunately were spared here in the city of Newark. The despair and hopelessness that sparked those riots exists in every city and town across America, where the President and the U.S. Congress have turned their backs on urban decay and poverty.

In order to gain a clear understanding of what this lack of interest in our children and cities has wrought, I asked my staff to compare our 1981 with our 1991 city budget. I was interested in 1981 because it was the last year before the politics of President Reagan were in place. The most recent spending plan was in 1991. The difference over the 10-year period in the scope and dollar amount of Federal and State grants to Newark for children's programs are profound. Overall funding in unadjusted dollars declined by more than $15 million; the number of substantive program areas funded declined by over one-half, and major Federal initiatives were turned over to the State to administer, creating another layer of bureaucracy. Most of these changes may be traced to the efforts of the Reagan administration to reduce and restructure the Federal urban effort.

In the area of social services, some programs have suffered badly. For example: $2.7 million in funds originated at the Federal level were allocated in 1981 by the New Jersey Department of Education to Newark for the Summer and Child Care of Food Programs, while only $900,000 was allocated in 1991. Again not discounting for inflation.

And while we have done somewhat better with respect to day care and Head Start funding, our needs also have increased. Therefore, we have had to do more than double the number of centers in dollar contribution in our community development block grant entitlement budget, due to the loss of other sources of the matching funding required by the Social Services Block Grant Program rule. Moreover, although there has been an increase in Head Start funding over the 5-year period from 1987 to 1991, the number of children served is also increased so that the value of the funds over the past decade has eroded, especially when the inflation rate is factored into the equation. Both the President and the Congress had proposed increases in national funding for Head Start in their respective fiscal year 1993 budget draft. We may reasonably expect our program allocation to finally exceed the rate of inflation next year.

In the face of this situation, our three policy priorities toward families in Newark remain unchanged: Jobs, jobs, and jobs. In pursuit of these objectives, we formed the productive multiethnic public/private partnership that has made great strides in economic revitalization of Newark. And certainly I would be remiss if I did not mention the support of Prudential. We have Bob Winters and Bill Trumane here to participate in this area as well. However, we are confronted with severe obstacles that are not of our own making: First and foremost is that Newark residents pay far more in taxes to the State and Federal governments than they receive in benefits. This may not seem true but it is well documented. Newarkers, most of whom live in multiwage earner households and work very hard for their modest wages also pay a higher percentage of their earnings in taxes of all kinds than do upper income citizens. Hence, we do not want our own tax dollars returned to us as welfare payments, we want job opportunities, as we stated in Washington. It is not welfare, we want jobfare; it is not charity, we want parity; however, in order for our young parents to capitalize on any such opportunities, they must first acquire the requisite training and skill.

And I am pleased to see our superintendent of schools, Eugene Campbell, with us.

As Newark continues to grow into a major transportation, research, and health care center, we need the programs and funding to insure that our local work force is prepared to meet the employment challenges of an economy that is becoming more and more service oriented. Therefore, my administration has proposed the creation of an allied health and transportation services, education and career opportunities program to address this need.

Given our limited control over our own wealth and the influence of the global economy on our fortunes, however, our revitalization efforts are not progressing as quickly as we would like during these recessionary times. Allow me to list a few of the hard facts that underlie the "Save Our Cities-Save Our Children" theme as it pertains to Newark. I might note, some of this data was compiled with the aid of the Association for Children of New Jersey, whose office is here in Newark.

First, our overall poverty rate, 26.3 percent is slightly lower than it was 10 years ago but remains 3½ times the State level. Our poverty rate of 22.8 percent for all families and 41.4 percent for female head of families are, respectfully, four times and twice the rate for the State.

Finally, Newark's poverty rate for children under 18, 37.2 percent is almost 3½ times the State's. With regard to mortality and morbidity, twice as many low birthweight babies are brought into the world in Newark than the State as a whole. Our infant mortality rate is more than double New Jersey's. And one-quarter of all the States diagnosed and reported AIDS cases among children under 20 are in our city.

As one local response to this health crisis, Newark is home to the only HHS recognized national pediatric AIDS resource center. A joint UMDMJ Children's Hospital program. And we are very grateful to Senator Lautenberg for leading the fight to obtain funding for this facility.

I must, however, bring to your attention two more facts that directly relate to your task of developing and then fully funding a Federal response to the problems of cities and children: The first is our high rate of teenage pregnancy, which is three times the figure for New Jersey as a whole. And the second is our estimate based on methodology developed by the State health department that at least 60,000 Newark residents, about one-third of them dependent children, lack health insurance. Thus, I fail to understand how any human being cannot be moved to action by this statistical profile of Newark's lower income families and children as we strive against the global economic tide to create an environment where they can earn their way out of poverty. Yet, we have indeed had to live with an administration in Washington whose attitude toward children has been literally no help. As witness the refusal until recently to appropriate more than token dollars for life saving immunization program. This is the same administration whose visceral response to the Los Angeles rebellion was that it was caused by a great society program. I join other mayors in asking, which of these programs were at fault? Head Start? Medicaid or the Job Corps? In more honest moments the President himself has, in fact, commended these programs. He has even agreed that Head Start deserves more money.

I believe in programs and policy. I am also a pragmatist. If we closely examine the early years of Franklin Roosevelt's administration, we see that he adopted an experimental spirit while never losing sight of larger goals. Ideas and programs that did not work were shoved aside, and replaced with new ones as the situation dictated. Therefore, while I do not believe that we must keep each and every urban and child oriented program alive just because it is on the books, I do believe that we need to give proven initiative a chance to work by funding them at a level that will make a difference. And we also call for accountability, Senator. Every time we go to Washington, DC, we hear: You mayors just want more money, you are not honorable, or you are honorable, and we cannot give you the dollars. We ask not just to give us a handout, welfare; we ask for accountability with being in receipt of Federal and State dollars as well. You cannot blame all the mayors for the ills of a few, the same as there are some bad doctors and some bad teachers. But we are asking for aid, we are asking for help, and we are asking for accountability with those dollars.

I am not here, therefore, to propose a new set of programs. Our ultimate goal should be a flexible national policy that charts a new course for meeting the needs of children and families as supported by a permanent source of funding at sufficient levels to meet identified needs. Until a policy consensus is achieved, I am here to urge your appropriations subcommittee to increase funding levels for all of the programs I have mentioned that have served us well. We need enough support to end immediate suffering and to start rebuilding.

Therefore, I would again stress Head Start, the Job Corps, WIC, Sunup, urban rodent control, immunization, AIDS, day care, community development, and especially in the wake of recent events, summer youth employment. If I say it over and over again, I see few people riding, going to work, and even less coming home with a paycheck in their wallet. Summer youth programs we need. It is authorized programs in search of adequate appropriation. With regard to the latter, we have $3 million in Federal funds to employ 2,500 kids this summer. We need $6 million. Because twice as many youngsters are literally begging us for jobs as we can hire. And we keep telling our young people, go away, get an education, come home and we will hire you. And, yes, they brave our urban community, they survive, they go to school, they go to college, they get an education, and they come home and there are no jobs for them.

During my tenure the prevention and treatment of childhood lead poisoning has become a major priority. In an old city, the third oldest major city behind Boston and New York, much of whose housing stock was built before 1940. Far before the use of lead in paints was banned. This is a major problem. Of the approximate 28,000 children in Newark, between the ages of 6 months and 5 years, we estimate that at least 10 percent have lead levels high enough to affect their learning ability. Now, more than ever, there is a greater need for lead poisoning program intervention. And, quite frankly, funding levels have not kept pace with the need for massive screening, education and environmental investigation, home lead abatement, and temporary housing during the abatement process. What we have learned, Senator, is that it is not enough to come in and remove the lead paint, you have to place that family in temporary housing during the time that you remove the paint from those premises.

We are here to talk about children. What we all want to know is when will we see action. We look forward to Congress' positive response to these hearings and to the march on Washington to Save Our City-Save Our Children and to the urban crisis which is America's crisis.

I think I have said it over and over again, Senator, this is not the need to fund these programs to save our cities, to save our children, it is not an urban problem, it is not a black problem, it is not a white problem, it is not suburban versus urban, it is not Democratic, it is not Republican. It is a people problem. It is America's problem.

And as I witnessed the charts that you demonstrated to us earlier, I ask what will they remember us by, we the leaders in this room, the Senate, the Congress and all who come together, will the United States of America simply be known as a great military power that can go in to Iraq and drop bombs through a chimney looking for Hussein? Will they say of us that we can lick any nation on the planet Earth or will they say we rose up to make this Nation one, to make America one, to make it whole, to save our cities and save our children? I think the challenge is not just to be known as a great military power, but to make this Nation one nation to help to save our cities and our towns, which happen to be the cradle of our society.

PREPARED STATEMENT

So we appreciate you being here today. We appreciate the issue of labor and human services and human resources. And we just hope that someone with your eloquence, your commitment, and your sensitivity, will not be lost in the Congress, but between you and Senator Lautenberg, who has always been a champion of the people here in the State of New Jersey, that we can make progress. And in so doing, it is not a question of saving Newark and urban cities of America. But in so doing we will make America better.

I again thank you for this opportunity to testify this morning.

[The statement follows:]

STATEMENT OF MAYOR SHARPE JAMES

Good morning Chairman Tom Harkin, the Honorable U.S. Senator from Iowa and good morning also to my good friend, New Jersey's own Senator Frank Lautenberg, who has worked so hard and produced so much for the city of Newark and our entire State. Welcome, and thank you for arranging for this very important hearing on the future of our children to be held in New Jersey's largest city.

It is very important that the St. John Freewill Baptist Church was chosen for the site of this meeting, because we are able to witness firsthand the successful impact that Federal pre-school programs, such as Head Start, have on our children.

I share your concerns that our youngsters must be ready to meet the challenges of an ever-shrinking U.S. share of the global economic pie. Our task is to provide the funds and programs to prepare them to compete with other children from throughout this State, across America and around the world. This preparation must begin even before they are born with proper pre-natal care, and continue throughout their earliest years by providing day care, immunization and preventive medical, nutritional and pre-school services.

Unfortunately, as we well know, 12 years of the Reagan-Bush administration has had a deleterious effect on our cities, and especially on programs for those who cannot vote, who have no voice, our children. Two weeks ago, I joined with Mayors from around this country in a massive demonstration in our Nation's Capital to urge the President and Congress to do something now to "save our cities" and, in doing so, to "save our children." This was billed as a wake-up call for America and became an even more poignant plea in light of the violence and destruction that erupted in Los Angeles. The despair and hopelessness that sparked those riots exist in every city and town across America, where the President and U.S. Congress have turned their backs on urban decay and poverty.

It was insult enough for President Bush to say he did not know about the march: "People march on Washington every week." But, then Governor Clinton's campaign announced that he would not be present, either, to address the gathering. This is an egregious slap in the face to all local elected officials, when the obvious nominee of the party which purports to care for the less fortunate and the downtrodden decides that not even he can spare time to listen to or address the concerns of America's cities.

In order to gain a clearer understanding of what this lack of interest in our children and cities has wrought, I asked my staff to compare our 1981 with our 1991 city budget. I was interested in 1981 because it was the last year before the policies of President Reagan and Governor Kean were in place; 1991 is our most recent spending plan. The differences over the ten year period in the scope and dollar amount of Federal and State grants to Newark for children's programs are profound. Overall funding in unadjusted dollars declined by more than $15 million; the number of substantive program areas funded declined by over one-half, and major Federal initiatives were turned over to the State to administer, creating another layer of bureaucracy. Most of these changes may be traced to the efforts of the Reagan administration to reduce and restructure the Federal urban effort.

In the area of social services, some programs have suffered badly. For example, $2.7 million in funds originating at the Federal level were allocated in 1981 by the N.J. Department of Education to Newark for the summer and child care food programs, while only $900,000 were allocated in 1991, again not discounting for inflation.

And, while we have done somewhat better with respect to day care and Head Start funding, our needs also have increased. Therefore, we have had to more than double the number of centers and dollar contributions in our community development block grant entitlement budget, due to the loss of other sources of the matching funds required by the social services block grant program rules.

Moreover, although there has been an increase in Head Start funding over the five-year period from 1987 to 1991, the number of children served has also increased so that the value of the funds over the past decade has eroded. especially when the inflation rate is factored into the equation. Both the President and the Congress have proposed increases in national funding for Head Start in their respective fiscal year 1993 budget drafts. We may reasonably expect our program allocations to finally exceed the rate of inflation next year.

In the face of this situation, our three policy priorities toward families in Newark remain unchanged: Jobs, jobs, and jobs. In pursuit of these objectives, we have formed a productive, multiethnic public-private partnership that has made great strides in the economic revitalization of Newark. However, we are confronted with severe obstacles that are not of our own making. First and foremost is that Newark residents pay far more in taxes to the State and Federal governments than they receive in benefits. This may not seem true, but it is well documented.

Newarkers, most of whom live in multiple wage-earner households and work very hard for their modest wages, also pay a higher percentage of their earnings in taxes of all kinds than do upper income citizens. Hence, we do not want our own tax dollars returned to us as welfare payments; we want job opportunities.

Second, Newark city government does not have the legal authority to recapture the vast wealth it creates through the services it provides to the private, educational, governmental and related sectors of the economy. My authority as Mayor is much more informal and based on my ability to persuade than it is to make people do things.

On the national level, where our standing as a city rests on our ability to forge coalitions of common interest, we have assiduously endeavored to advocate for the necessity of America becoming one Nation, sooner rather than later, with anyone who will listen. Hence, the march on Washington to save our cities—save our children. Hence, my election as second vice president of the National League of Cities, which places me in line for the presidency of the organization, an opportunity to better serve all the people.

Given our limited control over our own wealth and the influence of the global economy on our fortunes, however, the fruits of our revitalization efforts are not ripening as quickly as we would like during these recessionary times. Allow me to list a few of the hard facts that underlie the "save our cities—save our children" theme as it pertains to Newark. I might note that some of this data was complied with the aid of the Association for Children of New Jersey, whose office is here in Newark.

First, our overall poverty rate, 26.3 percent, is slightly lower than it was ten years ago but remains three-and-one-half times the State level. Our poverty rates of 22.8 percent for all families, and 41.4 percent for female-headed families are, respectively, four times and twice the rates for the States. Finally, Newark's poverty rate for children under 18, 37.2 percent, is almost three-and-a-half times the State's.

With regard to mortality and morbidity, twice as many low birth weight babies are brought into the world in Newark than the State as a whole; our infant mortality rate is more than double New Jersey's; and, a quarter of all the State's diagnosed and reported AIDS cases among children under age 20 are in our city.

As one who is noted for his enthusiasm and positive attitude, I am not going to dwell at length on the litany of real social ills that still plague us in this age of Reagan-Bush socioeconomic inequality. I must, however, note two more pieces of data that directly relate to your task of developing and then fully funding a Federal response to the problems of cities and children. The first is our high rate of teenage pregnancy, which is three times the figure for New Jersey as a whole. And, the second is our estimate, based on methodology developed by the State Health Department, that at least 60,000 Newark residents, aobut one-third of them dependent children, lack health insurance.

Well, even though I may be preaching to the choir a bit, I fail to understand how any human being cannot be moved to action by this statistical profile of Newark's lower income families and children as we strive against the global economic tides to create an environment where they can earn their way out of poverty. Yet, we have indeed had to live with an administration in Washington whose attitude toward children has been, literally, "drop dead," as witness the refusal until recently to appropriate more than token dollars for life-saving immunization programs.

This is the same administration whose visceral response to the Los Angeles rebellion was that it was caused by great society programs. I join others in asking which of these programs were at fault: Head Start? Medicaid? The Job Corps? In more honest moments, the President himself has in fact commended these programs. He has even agree that Head Start deserves more money.

I believe in programs and policy; I'm also a pragmatist. If we closely examine the early years of Franklin Roosevelt's administration, we see that he adopted an experimental spirit while never losing sight of larger goals. Ideas and programs that did not work were shoved aside, and replaced with new ones as the situation dictated. Therefore, while I do not believe that we must keep each and every urban- and child-oriented program alive just because it is on the books, I do believe that we need to give proven initiatives a chance to work by funding them at a level that will make a difference.

I am not here, therefore, to propose a new set of programs. Our ultimate goal should be a flexible, national policy that charts a new course for meeting the needs of children and families and is supported by a permanent source of funding at sufficient levels to meet identified needs. Until a policy concensus is achieved, I am here to urge your appropriations subcommittee to increase funding levels for all of the programs I have mentioned that have served us well but do not provide us with nearly enough support to end immediate suffering, much less to start rebuilding.

Therefore, I would again stress Head Start, the Job Corps, WIC, Sunup, urban rodent control, childhood lead poisoning treatment and prevention, immunization, AIDS, day care, community development and, especially in the wake of recent events, summer youth employment, as authorized programs in search of adequate appropriations. With regard to the latter, we have $3 million in Federal funds to employ 2,500 kids this summer; we need $6 million, because twice as many youngsters are literally begging us for jobs as we can hire.

Issues affecting children are so broadly defined and in need of the comprehensive policy to which I have alluded that I find it hard not to mention the whole range of urban needs. Let me cite just one more area upon which I have so far not touched. This would be housing. According to research done by my staff to prepare a Federal "comprehensive housing affordability strategy," we now know that at least 60–70 percent of our lower income households consist of single parents and children. These households clearly do not have the income or the stability to own a home on their own, yet Federal policies over the past decade have eroded the rental housing sector.

In response, we in Newark are working to shape the complex regulations for the new "home" and "hope" programs to fit the needs of our local residents. Specifically, we are setting up a rental program that will convert to home ownership in a setting that will provide supportive services such as day care, and utilize resident management. The financing structure will not require mortgages from private lending institutions, because the units will be set up as multi-family condos. Since our application for the project is under the competitive "Hope II" program, our chances for funding are uncertain. This program is, however, precisely in the FDR spirit of pragmatism and innovation which local government is constrained to adopt if we are to put an end to America's protracted urban crisis. I often wish that official Washington would pay closer attention to the way we Mayors, who are the link between civil society and the Federal Government, make policy. Among the many things you need to know is that the lack of coordination at and between all levels of government has made it difficult, to say the least, for my staff to identify and ensure that we receive the funds that are available to meet the needs of children.

One final word about the funding that does finally reach us at the local level. Senators Harkin and Lautenberg, you are exceptions to what we in the city halls of America see as a collective inability in Washington to comprehend how much it costs to deliver even basic services. Do you realize, for example, how much we have to budget for a rookie cop? $60,000! A $500,000,000 law enforcement program may sound generous at your level. Once the funds are allocated to the States, administrative structures are set up, and regulations written, a city our size is not going to be able to hire more than ten or twelve new cops, and that's not counting equipment. So, please, when it comes time to appropriate funds for authorized programs, ask your colleagues a simple question—"have you called any of your State's Mayors today?"

We are here to talk about children. What we all want to know is when we will see action. We look forward to Congress' positive response to these hearings, and to the march on Washington to save our cities—save our children, and to the urban crisis, which is an American crisis. To paraphrase a legendary election day exhortation heard on the streets of urban America, "vote early" and, in this case, "vote often" for the children who are our future.

Thank you, Senators, for coming to Newark, and for coming to listen.

Senator HARKIN. Mayor James, thank you for a very pointed and powerful statement. The words you speak are honest and true and fly as straight as an arrow. And I appreciate what you had to say.

I have a couple of questions I want to ask you.

STATEMENT OF HON. DONALD M. PAYNE, U.S. REPRESENTATIVE FROM NEW JERSEY

Senator HARKIN. I want to turn now to Congressman Payne. I have a note that says Mr. Winters has to leave. Could we finish the panel?

Mr. WINTERS. Please proceed.

Senator HARKIN. I know you are up against a timeframe.

The next will be the Honorable Don Payne who represents New Jersey's 10th District in the U.S. Congress. Will that remain the 10th District?

Mr. PAYNE. Yes; it will remain the 10th.

Senator HARKIN. Mr. Payne is a member of the House Education and Labor Committee. I serve on that committee, also, on the Senate side. So we work together on the authorizing committees. He has worked for most literacy programs. He was born and raised in Newark and attended local schools. And, as Senator Lautenberg said, he was a teacher. Before being elected to Congress in 1988, Congressman Payne was an Essex County Freeholder and also served on the Newark Municipal Council.

Congressman, thank you very much for being here. Thanks for your leadership in the House of Representatives. Your statement, as with Mayor James' and all the statements, will be made part of the record in their entirety. If you care to summarize it, we appreciate it.

Mr. PAYNE. Thank you very much, Senator. Let me also echo what Senator Lautenberg and Mayor James said about welcoming you here to New Jersey. We are very aware of the outstanding work that you have done. And we wish that New Hampshire was at the end in the presidential run because, perhaps, we could have heard more of your message in areas that would respond. But we really appreciate you being here.

Senator HARKIN. I share those feelings with you, thank you very much.

Mr. PAYNE. Charlie Rangel and I are still pushing for you, maybe it will be a deadlocked convention and we can draft you.

Let me just very quickly say that we know of your interest even though you are from a large rural State, your interest in urban problems is certainly something we here in Newark are very pleased with.

Your strong commitment, and of course that of Senator Frank Lautenberg who has been tireless in his efforts to improve the quality of life for all people in New Jersey certainly goes without saying. We are so pleased to have him as our U.S. Senator. We have had the opportunity to work together on a number of projects. And the programs Senator Lautenberg has seen funded here in New Jersey have helped us tremendously.

We here in Newark are fortunate to have in office our outstanding Mayor Sharpe James, as you heard. His leadership, his visionary leadership in Newark acts as another strong voice. He has won three titles of triple crown as, a matter of fact, the environmental quality award, the all-American city award, and the city livability award. That makes us very proud in spite of the many problems we have in the city, we do have a mayor who is achieving in spite of all odds.

Mr. Chairman, despite our strives forward we recognize we still have much work to do in our community to overcome the formidable challenges that our children are faced with every day. We have been able to achieve a number of successes, thanks to a spirit of cooperation in our community shared by business, private organizations, teachers, volunteers, parents, and churches. We have a partnership here in New Jersey. And particularly here in Newark.

In the 10th District, I have organized an early childhood task force whose members include a number of professionals who work directly with child related programs. Their input has been very valuable to me as we seek to improve the services we are able to provide for our children.

Two weeks ago members of the task force gathered for the announcement of an important initiative funded by a $50,000 grant from the Prudential Foundation right here in Newark. The project known as the School Readiness Program will combine registration for kindergarten with free health screening to help insure that youngsters enter the classroom in good health and ready to learn. Our superintendent of schools, Gene Campbell, who is here today participated in and cooperated with this project. We find many youngsters come to school at the age of 5 without any childhood immunization and must wait for weeks, sometimes months to get them. But also we want to educate parents that they need to take these shots in a timely fashion.

As a former employee of Prudential, I am also proud of the company's records of outstanding corporate citizenship and participation in the Newark community.

One of the witnesses who is ready to come up here, as you know, is Bob Winters, and he reaffirmed his commitment to the future of our children when he traveled to Washington during consideration of the Federal budget last year to testify before the Budget Committee about the importance of the WIC Program, a nutritional program for women, infants, and children. Mr. Winters gave a compelling testimony at that occasion and linking the importance of good prenatal care to the reduction in the number of low birthweight babies.

Mr. Chairman, here in 10th District we are facing a number of critical problems shared by other urban areas nationwide. Problems which take a heavy toll to our most vulnerable population, our children.

In New Jersey the infant mortality rate is 9.8 percent for every 100 live births, but in Newark the figure is 19.8, which is twice that amount. Unfortunately over the past decade there has been a decreased emphasis on the role and responsibility of the Federal Government in addressing human needs. Too many cities have literally crumbled from neglect, hoplessness has led to a profound increase in drug abuse and all of its attendant problems. Drug-related violence has cut short too many young lives including innocent children caught in the crossfire of turf wars.

At Children's Hospital here in Newark and at other facilities around the State there are babies born every week who begin life contaminated with illegal drugs, and many afflicted with the HIV infection as well. While there is a tendency to condemn the mothers who give birth to these babies, most of these young woman are themselves overwhelmed by problems of poverty, lack of education, and joblessness. It is frightening to think what will become of these infants who are abandoned and left at hospitals without any nurturing, human touch, and care.

We have many hard working health professionals like Dr. Oleski and Mary Boland of Children's Hospital who have gained national recognition for their efforts with boarder babies; however, with limited resources and stretched budgets, it is difficult to provide the full range of services needed to help HIV-positive infants and their families.

As a member of one of the committees with jurisdiction over the issue of boarder babies, I introduced legislation in Congress which has now been signed into law to reauthorize Abandoned Infants Assistance Act with some key changes. The new bill will provide multiple services under one roof and help provide necessary support so the families can be reunited.

I hope that Federal moneys will be made available to help in what is literally a life and death struggle as we try to fund pediatric AIDS-related research, education, prevention, and treatment.

As a firm believer in Head Start, I have seen the wonderful results it produced in preschool children. Anyone who has visited a Head Start Program as we did earlier certainly are convinced that this is a very, very sound investment. So when President Bush speaks of the so-called failure of the Great Society programs of the 1960's, I cannot help but think of the thousands of children who are better off today, and we will hear from one of them, because of Head Start. I hope that the President and his advisors realize that funding allocated for this program is a wise investment. We have heard of some of the estimates, but some people say that $4.75 is saved from later remedial services and public assistance for every youngster for every dollar we spend in Head Start. Yet only about one in five eligible children in New Jersey have access to Head Start programs. So we are hoping that this program will certainly be refunded and increased.

Let me conclude by saying we want to go on record as saying, I believe, that investment in our children by the Federal Government is the right choice, the responsible choice, the choice that will help put our Nation on the right track, both morally and economically. We can only retain our competitive edge if we insure that the youngsters of today become the healthy, productive, and successful adults of tomorrow. The neglect of cities has had a tragic implication for the next generation and it is time to reverse that trend. We need to turn around our priorities.

PREPARED STATEMENT

There is a meeting today in the White House about the balanced budget amendment. If the balanced budget amendment goes through, in 5 years, we will have to balance a budget which would mean severe cuts in Medicare, Medicaid, WIC, and all the other programs. When we continue to go with the Space Lab Program, spend close to $1 billion for B–2 bombers, $2 billion for a *Seawolf* submarine, $4.9 billion for an aircraft carrier. We need none of them. The F–22, $95 billion over the next 6 to 7 years. We need to change our priorities and put the money back in the cities. Put the money back into children.

Once again, thank you very much, Senators.

[The statement follows:]

STATEMENT OF HON. DONALD PAYNE

Let me first welcome to New Jersey the distinguished Senator from Iowa and Chairman of the Subcommittee on Labor, Health and Human Services, and Education, the Honorable Tom Harkin. Mr. Chairman, although you come from a largely rural state, your interest in urban problems is well known. Your presence in Newark today is testimony to your concern and commitment to the children of urban America.

That strong commitment is shared by our own Senator, the Honorable Frank Lautenberg who has been tireless in his efforts to improve the quality of life for children and families in New Jersey's cities. We have had the opportunity to work together on a number of projects, and I am most appreciative for Senator Lautenberg's attentiveness to the needs of the 10th Congressional District.

We in Newark are fortunate to have in office one of the most outstanding mayors in the country, Mayor Sharpe James. Under Mayor James visionary leadership, Newark has won national recognition for its innovative approach to economic revitalization. Newark scored the "Triple Crown" with the Environmental Quality Award, the All-American City Award, and the City Livability Award.

Mr. Chairman, despite our strides forward, we recognize that we still have much work to do in our community to overcome the formidable challenges that place so many of our children at risk. We have been able to achieve a number of successes thanks to a spirit of cooperation in our community shared by businesses, private organizations, teachers, volunteers, parents, and churches

In the Tenth District, I have organized an Early Childhood Education Task Force whose membership includes a number of professionals who work directly in child-related programs. Their input has been very valuable to me as we seek to improve the services we are able to offer our children.

Two weeks ago, members of my task force gathered for the announcement of an important initiative funded by a $50,000 grant from the Prudential Foundation. The project, known as the "School Readiness Program," will combine registration for kindergarten with free health screening to help ensure that youngsters enter the classroom in good health and ready to learn.

As a former employee of Prudential, I am very proud of the company's record of outstanding corporate citizenship and participation in the Newark community. One of the witnesses at today's hearing is the CEO of Prudential, my good friend, Mr. Bob Winters. He reaffirmed his commitment to the future of our children when he traveled to Washington during consideration of the federal budget last year to testify before the House Budget Committee about the importance of the WIC Program, a nutritional program for women, infants and children. Mr. Winters gave compelling testimony on that occasion about the link between good prenatal care and the reduction in the number of low birthweight babies.

Mr. Chairman, here in the Tenth Congressional District, we are facing a number of critical problems shared by other urban areas nationwide, problems which take a heavy toll on our most vulnerable population, our children.

There is a wide disparity in the quality of life for children living in urban areas compared to their suburban counterparts in New Jersey. For example, one study revealed that while the Infant Mortality Rate statewide in 1988 was 9.8 infant deaths before age one for every 1,000 live births—in Newark, the figure was 19.8, twice as high.

Unfortunately, over the past decade, there has been a decreased emphasis on the role and the responsibility of the Federal Government in addressing human needs. Too many cities have literally crumbled from neglect. Hopelessness has led to a profound increase in drug abuse and all of its attendant problems. Drug-related violence has cut short too many young lives, including innocent children caught in the crossfire of turf wars. At Children's Hospital here in Newark and at other facilities around the state, there are babies born every week who begin life contaminated with illegal drugs, many stricken with HIV infection as well. While there is a tendency to condemn the mothers who give birth to these babies, most of these young women are themselves overwhelmed by problems of poverty, lack of education, and joblessness.

It is frightening to think what will become of the infants who are abandoned at the hospital for months, and in some cases, years, before they can be placed. They are deprived of the nurturing and the human touch so vital in the early stages of development. We have many hard-working health professionals who are working to address the plight of boarder babies, including Dr. Jim Oleske and Mary Boland of Children's Hospital, who have gained national recognition for their efforts. However, with limited resources and stretched budgets, it is difficult to provide the full range of services needed to help HIV-positive infants and their families.

As a member of the one of the Committees with jurisdiction over the issue of "boarder babies," I introduced legislation in Congress, which has now been signed into law, to reauthorize the Abandoned Infants Assistance Act with some key changes. The new bill will provide multiple services under one roof and help provide necessary support so that families can be reunited.

I hope that Federal moneys will be made available to help in what is literally a life-and-death struggle as we try to fund Pediatric AIDS-related research, education, prevention and treatment.

As a firm believer in the Head Start program, I have seen the wonderful results it produces in pre-school children. Anyone who has ever visited a Head Start center goes away convinced that this is a sound investment in our future. So, when President Bush speaks of the so-called failure of the Great Society programs of the 1960's, I cannot help but think of the thousands of children who are better off today because of Head Start. I hope that the President and his advisors realize that funding allocated for this program is a wise financial investment: it has been estimated that for every dollar invested in Head Start, $4.75 is saved from later remedial services and public assistance.

Yet, only about one of five eligible children in New Jersey has access to a Head Start program. It is in our best interest to expand enrollment in this successful program.

In closing, Mr. Chairman, I just want to go on record as saying that I believe investment in children by the Federal Government is the right choice, the responsible choice, and the choice that will help put our nation on the right track both morally and economically. We can only retain our competitive edge if we ensure that the youngsters of today become the healthy, productive, and successful adults of tomorrow. The neglect of cities has had tragic implications for the next generation, and it is time we reverse that trend.

BAND-AID ON POVERTY

Senator HARKIN. Congressman Payne, thank you very much again for a very powerful statement and one that gets to the heart of the real problem, and that is our mixed-up priorities in this country. That is exactly what it is. You put your finger right on it there. We have been trying to break down these budget walls.

Mr. JAMES. Got to come down.

Senator HARKIN. Got to break down those walls. Frank and I voted to do that. The bad news is, we have not done it. But the good news is we are getting more votes all the time. So perhaps we might be able to do it sometime soon.

Thank you both very much.

Mayor James, there was one statement you made which I want to mention. I read your statement at home this week. You have one phrase in there that I really want to borrow, if I can, and use as much as I can. It is a phrase I thought about, where you talked about creating an environment where kids can earn their way out of poverty. To me it really encapsulates what we are talking about: creating an environment. It is not just one little slice here or another little slice here. It is not one program at one time that fades out and then you have another program 5 years later. It is a total environment. I think that is what you are getting at. It has to do with homelessness, and drugs; it has to do with jobs, education, and family services—the whole full environment issue. Creating an environment. It is a powerful way of putting it. Because too often we tend, I think, to see a problem and we say, how do we fix that problem?

Mr. JAMES. Band-aid approach.

Senator HARKIN. That is right. You put the Band-Aid on that little wound. And say, oh, I got that wound stopped. A little later, the wound opens up someplace else.

So that, I think, is what we in the Federal Government ought to be looking at, creating that environment. That is a very pointed way of saying that.

You also put comparisons in there about what was being spent in 1981 compared to 1991. Again, as powerful as those are, I am going to ask my staff to go to the Congressional Budget Office and get them adjusted for inflation. Because yours, as bad as they were, are not even adjusted for inflation. They are even worse when you factor inflation in.

Mr. JAMES. At the recent rally in Washington, Maynard Jackson talked about $49 million. He says, "You know, I have been mayor twice, when I was the mayor the first time, I received $49 million in CDBG funding together." He said now that he is back again, it is down to $9 million.

So the Federal Government just said no more aid to our cities. We are not going to give you help.

And that is why I say, it is not charity, it is parity, and it is not about welfare. People do want to work. And they want to get out.

I had a young man that wanted a job—I want to be short so Mr. Winters can testify. He said, I can get welfare. And then I told him I had a bottom-level job, I think it was maybe just a few dollars more. I said, well, what would you like? He said, I want to work. And that is the choice people make. They do want to work. And we have to give them that opportunity to work their way out of poverty and they will do that. They become stockholders in what we are all about, the American dream.

Senator HARKIN. How do we make people around the country understand that what happens to our cities happens to America? I mean, people that do not live in large cities tend to say, well, that is their problem, let them take care of it.

Mr. JAMES. But the youngest to die, Senator, in the Persian Gulf was Private Robert Talon; 4 months out of Barringer High School, 18 years of age. He died for what? And we would like to believe, not just to save the royal family, not just to save Kuwait, but he died for a better neighborhood here in Newark, better schools, better city. He made the ultimate sacrifice. How do we explain that we do take the same youngsters from our urban community, put them in a uniform to protect our values. And so it is an investment in this country.

Mr. PAYNE. We started the Weed and Seed Program, as you know. And the Weed and Seed Program is supposed to weed out the criminals and then put the seed in. But the program in its demonstration project here in Trenton, NJ, simply was weed. They went around picked up the criminals, picked up those suspected of crime and weeded them out—weeded them out, put them in prison. But then there was not much seeding going on. Seeding means a recreation center, some job opportunities. The seeding means opportunity for health care. But this weed and seed is totally imbalanced if it is just taking the criminals off the street. But that is not the answer.

And so I hope that as we look into the future, we can look at, as you mention, a holistic approach. You cannot have an injured arm and expect the body to function well. You have to cure that and have the whole body healthy. So that is housing, health care, education, retraining, job training, environmental. All of those put together.

Mr. JAMES. Bishop Gilmore carried the weapon as one of Newark's finest. He is carrying the Bible today. We want to believe he is making a greater contribution spiritually and contribution to communities, total community as opposed to catch them, lock them up, and throw away the key.

Senator HARKIN. I want to point out for the record, I do not know if anyone has yet, that in the basement of this church is a Head Start center. And I do not know how many kids are served here. How many?

Sixty children served in the basement every day here in the Head Start center. I commend that to every church in America. I cannot think of better combination of spiritual and physical than combine the two together in the church for Head Start programs.

Mr. JAMES. The perception is what is hurting our youngsters too, now, because they do read the paper. When they read and know history, aid to Vietnam, aid to Korea, aid to Moscow, airlift aid to the Kurds, save the royal family, save Kuwait. And then to bail out the savings and loan bandits. They read that. And then when we say help ourselves, visit America, one place we have not been, visit America, one place we have not bailed out, bail out ourselves. And there is a recalcitrant-type action from the President and Congress. We lose those young people. And the next, as James Baldwin said, the fire next time, Congressman Payne, Mayor James will not be able to stand in front of those young people and say, turn the other cheek. Because they believe in their fair share of that dream.

Senator HARKIN. One thing I liked about your bill, Congressman Payne, the Abandoned Infants Assistance Act is that one thing—you did really well in that bill, and what we have to look at in terms of all these programs is putting the services under one roof like you said. So many times we have these fragmented services.

We have to put them all together, as has been so often said one-stop shopping, where a person comes in and everything is taken care of, not just one. I appreciate you doing that.

Senator LAUTENBERG. Very briefly, mayor, before you leave, we no longer see a program that may have preceded your talking office as mayor, revenue sharing. Was that still in place when you came in?

Mr. JAMES. When I was elected, that was the last year, 1986, when I became mayor.

Senator LAUTENBERG. And what was revenue sharing in terms of total sums of money to Newark? Do you recall?

Mr. JAMES. I think during that time it was about $15 million to $20 million. Which allowed you the flexibility to decide in each community what you needed to assist. The needs in Newark might differ from Iowa, another city, another place. That was the tool where each community could address the needs that they saw fit to move that would create the job. It could be infrastructure, one time, it could be transportation, communication in another, all of these tools. I became mayor in 1986; we lost $30 million in Federal aid.

Senator LAUTENBERG. The UDAG program?

Mr. JAMES. All that. UDAG, CDBG, revenue sharing, in 1986.

Senator LAUTENBERG. UDAG brought private investment?

Mr. PAYNE. Reciprocal antirecession funds earlier in the 1970's coming up, public works, CEDA program, training, employment.

Senator LAUTENBERG. So Newark then has to make up the funds that it did not get, right? How do you do that?

Mr. JAMES. Some you do not make up. You rob from one pot to pay the other, and it makes it very difficult. We use CDBG funds——

Senator LAUTENBERG. Is it possible even, mayor, to make up those funds? Those funds came from Federal sources that were invested from the taxpayers' contribution.

And I will say this: I think Senator Harkin asked a good question. How do we convey the message across rural America that we are——

Mr. JAMES. We had to raise taxes by the way, Senator Lautenberg, to make up for those lost Federal dollars. That is why people cannot afford their property, they abandon them, they board them up. With the National League of Cities and U.S. Congress of Mayors, the money we spent, $500 million plus, for the savings and loan bailout, would have funded revenuesharing for every city and town in America for 125 years. That is the statement of record.

Senator LAUTENBERG. Thank you, both. The statements were eloquent, significant in terms of where you want to take this country. My compliments to you, mayor, and to my colleague, Congressman Payne, who, again, in a very short time has gained stature and influence in the Congress. He puts his effort to the right places. Literacy, you are almost a father, Donald, of literacy programs. And all of us know what happens when people cannot read or write, often enough to fill out an employment application to get started in a job. We will hear from Mr. Winter about that. Thanks.

Senator HARKIN. Congressman Payne, if you would like to join us over here as a Member of Congress, you can certainly join us. I do not know what your time schedule is.

Mr. PAYNE. I very rarely have a chance to sit with Senators, so I will take the opportunity.

Senator HARKIN. Let us call our next panel.

STATEMENT OF ROBERT C. WINTERS, CHAIRMAN AND CHIEF EXECUTIVE OFFICER, THE PRUDENTIAL INSURANCE CO. OF AMERICA

Senator HARKIN. I would like to introduce Robert Winters, chief executive officer, Prudential Insurance Co. of America; Michael Lawrence, a student, accompanied by his mother, Hillary, and Dr. Linda Singletary, a physician and a Head Start graduate. If you could all come up.

Mr. Winters, I am going to call on you first, I know you have to leave. And we will put Michael right next to you. And Dr. Singletary on the end.

I just want to say for the record that many corporations have left the Nation's cities but Prudential has stayed in Newark and invested in the city. Prudential executives serve on boards and committees of 150 nonprofit organizations. And we have already heard from Congressman Payne about the Prudential foundation providing support for many programs for Newark's children, including the Community Health Center and Head Start Center. We are looking forward to hearing testimony from all of you.

Mr. Winters, I apologize, we are running a little late, and I know you have a busy schedule.

First of all, I appreciate all that Prudential has done and what you are doing to focus attention on WIC and Head Start and the early intervention program. Thank you for your patience in being here today.

Mr. WINTERS. Senator, thank you very much for the opportunity to be here. Let me add my thanks on behalf of the city of Newark to the subcommittee for coming here. I wish I could stay for the entire hearing. And there are many obligations that I would set aside for it. In this particular instance, I am under the gun because at 12 o'clock I am supposed to chair a telephone conference on an issue of great significance to Newark and the State of New Jersey, namely the rehabilitation of the Mutual Benefit Life Insurance Co.

Senator LAUTENBERG. I will drive you down.

Mr. WINTERS. Whether or not we can get money from other States.

Senator HARKIN. I bet the mayor will get you a police escort.

Mr. JAMES. Helicopter.

Mr. WINTERS. Thank you for your understanding and I do apologize to the other witnesses for having to leave.

Some 45 years ago the Prudential did a terrible thing. We fired Frank Lautenberg's mother, we did. See, World War II had decimated the agency force of the Prudential and, of course, of other insurance companies. To compensate for the loss of the men, which they all were then, to do the work on our insurance debits, we hired women to do the job. By and large they were very successful. Typically as successful as the men they replaced. But when the war ended, we reverted to employment practices that we had had in place before the war. Amongst others, if a woman was married, she could not work for the Prudential. And, in addition, if anyone at that time held what was considered to be a serviceman's job, then when the serviceman came home, by law, that person had to give up the job to the returning serviceman.

And, so, we fired Molly Lautenberg. But Molly had distinguished herself from the others by giving birth to a future Senator of this great State, who has never let us forget that we terminated his mother.

Well, Senator, I am happy to report that the world has changed, and we have, two. And in so doing, have made some progress, of which I think she would be proud.

Society moves forward by adapting to meet changing expectations. Sometimes these expectations seem to change very abruptly, but that may be what is necessary to affect real progress. We saw that, for example, in the very sudden turnaround in the attitude of the United States toward the recognition of the People's Republic of China in 1972.

It seems to me that we are faced today with the need to make a similar reappraisal. Not just about Head Start, all though Head Start is very important, and that is sort of the nominal issue that we are here to address. But about the changes which have not taken place in our cities urban centers since the riots that tore them apart 25 years ago. And we are being reminded of that again, as the mayor said, and as others had said, it happened in Los Angeles, but it could have happened many places.

I would urge, Senators, that it is time we recognize that the America of our cities is not the America that its residents want, nor, for that matter, that the rest of us should want for them either. Cities are failing our children because we are failing our cities. We have developed commuter amnesia, a condition that allows us to forget urban problems on our commute to our suburban homes. That is, of course, assuming you come into the city to work at all.

Our urban education, this is not a statement about Newark, this is a statement about cities in the United States, is a national disgrace. And I argue it must be addressed at the national level. President Bush acknowledged this reality last year when he announced from the Rose Garden the creation of New American Schools Development Corp. to launch educational experiments designed fundamentally to alter the way education is delivered in America.

But he provided only encouragement. There was no national plan, there were no steps outlined to be taken by the Federal Government, and there were no funds provided. Instead President Bush turned to American business and American foundations to find and fund the cures for what is really a Federal Government failure.

In city after city across this Nation, we are failing our children. And I believe it is unarguably true that that is the case. And under those circumstances, this is not a local problem that can be addressed by local corporate citizens alone. It is wanton national neglect. And I respectfully submit, Senators, that it is time all of you in Washington do something about it, and since the Congressman is at the table, I address him as well. It is not only time, it is way past time. It is a tragedy that American business cannot be competitive globally because America's youth cannot compete with those of other countries. Owing not to the deficiency of our kids, but the educations they have not received. It is a tragedy that we cannot employ most of the graduates of the schools in the cities in which we have our offices because they have not achieved even middle-level school competence.

Of the children that have the self-confidence in their education and value of their high school diploma to apply to the Prudential, these are self-selected. Less than one-half can read at the ninth grade level. The greatest tragedy is the waste of human potential and self-confidence. The results from our reluctance to declare our cities' children to be a national disaster area.

We sit today in a city where the school superintendent does not want to release the achievement scores of his students because he feels it is not fair to let people know how badly his children have performed compared to their suburban counterparts.

Senators, I would argue that you should work with this administration to free America's children from inadequacy. This is a national emergency and the Federal Government has the responsibility to step forward to help.

Look, for example, in very different circumstances at what the Federal Government did to rebuild Wilkes-Barre, PA, when it was essentially destroyed by a flood 20 years ago. It was a great gesture and a noble accomplishment, but I would propose is not the welfare of our children more important than private property?

As Congressman Payne testified earlier, last year I was one of five corporate CEO's who made a plea to the House Budget Committee that Congress fully fund the Women's Infant and Children Programs, the WIC Program, over a period of 5 years. That program has tangibly demonstrated its effectiveness in saving money and, much more importantly in enriching the lives of children.

This morning I am pleased to join others here in Newark, our headquarter city, in urging that full funding of the Head Start initiative should also be a priority. It, too, is a proven way to help the children of our cities get on to better ways to start in education.

At the Prudential we have identified the lives and living conditions of children as a primary focus of our philanthropic program. I have provided a chart with this material that documents our $4 million contribution in 1991, and thus far in 1992 to preschool children's programs, much of that has gone to Newark agencies to encourage, as you remarked, Senator, the coordination of health and education delivery together.

It is my belief that we can no longer address the problem of children on a piecemeal basis. Even good, well-intentioned programs cannot succeed if they are not coordinated. Of the hundreds of Federal, State, and local programs, many of them good and all of them well-intentioned, that exist today are barely coordinated at all. Therefore, I have a suggestion to offer to Mayor Sharpe James, I propose, Mr. Mayor, that you invite the U.S. Department of Education to come into Newark with a long-term demonstration project that will direct and coordinate all services to the children of Newark from prenatal health care through graduation from high school.

This would integrate the management of the social services and schools of Newark to demonstrate to America it can be done successfully in an inner city.

Newark would be an ideal place to start to take this approach because the children share the problems that all big inner city children share, and, yet, Newark is a manageable size so it can serve as an effective national demonstration site.

Please understand, I am not suggesting Federal intervention. I am suggest an invitation from the city of Newark on behalf of its children. If the Department of Education comes by invitation, it will obviously need to have the freedom to make many changes and it will need the volume and support of the State, county, local, and other Federal agencies. And also the involvement of nonprofit organizations. But that is the normal response to any national emergency, and that is what we face today.

Senator Lautenberg, your legislative proposal for community education employment centers and vocational education lighthouse schools is a thoughtful and innovative way to address the children's needs in inner-city secondary schools, and I commend you for it.

I believe that the rescue of Newark's children would be tremendously compelling and successful demonstration, a demonstration project for the U.S. Department of Education. Secretary Alexander and Assistant Secretary David Kearns have exhibited leadership in education before they went to Washington, and I am sure they could do it in Newark as well.

PREPARED STATEMENT

Now, this suggestion may seem a little on the radical side. It may fly in the face of conventional wisdom. But conventional wisdom once said that a woman could be fired if she got married. It is time for America's leaders to look for unconventional solutions because we have tried too long to make the conventional ones work, and the record clearly shows that they do not. Children of Newark and the rest of this country deserve their chance to catch the brass ring. But first they have to get on the merry-go-round. Senators, let us help them do it.

Thank you for the opportunity.

[The statement follows:]

STATEMENT OF ROBERT C. WINTERS

Thank you, Mr. Chairman. Forty five years ago The Prudential did a terrible thing. We fired Senator Lautenberg's mother.

You see, World War II had decimated the agency force of The Prudential, as it had the work force of businesses throughout this country. To compensate for the loss of men to work our insurance debits, we hired women to do the job. By and large, they were very successful—as successful as the men they replaced.

But when the war ended, we reverted * * * by law * * * to the employment practices that we had had in place before the war. If a woman was married, she could not work for The Prudential, and if a woman held what was considered to be a "serviceman's job", she had to surrender it.

And so, we fired Mollie Lautenberg * * * as we did all the women associated with the war effort. But Mollie distinguished herself from the others * * * by giving birth to a future senator of our fair state, who has never let us forget that we terminated his mother.

Well, Senator, I'm happy to report that the world has changed and we have too, and in so doing, hopefully made some progress.

Society moves forward by adapting to meet changing expectations. Sometimes these expectations seem to change very abruptly, but that may be what's necessary to effect real progress.

Let's look at 1972. In 1972 there was no more fervent opponent of mainland China and what it represented than President Richard Nixon. He was determined to avoid another Quemoy or Matsu. As a result, the U.S. resolved to draw the line and quarantine the Chinese Peoples Republic. Our hearts and our military might were squarely in the corner of Formosa and the heritage of Chiang Kai-shek.

Then Richard Nixon took another look. He saw reality and he responded. He sent Henry Kissinger secretly to Beijing and ultimately he went there himself, initiating the establishment of diplomatic relations with a firmly Communist government. Because Richard Nixon's mind was open to change, he was able to take rational steps to address the world situation as it was, and not as he wished it to be.

It seems to me that we are faced with the need to make a similar reappraisal today not just about Head Start, which we are here today to address, but about the changes that have not taken place in our nation's urban centers since the riots that tore them apart over 25 years ago.

It is time, Senators, that we recognize that the America of our cities is not the America that their residents want * * * nor that the rest of us should, either. These cities cannot become what we and their citizens want unless we are as open to change as Richard Nixon was in his approach to China in 1972.

Cities are failing our children because we are failing the cities. We have developed "commuter amnesia", a condition that allows us to forget urban problems on our commute to our suburban homes.

Our urban education is a national disgrace, and it must be addressed at the national level. President Bush recognized this reality last year when he announced from the Rose Garden the creation of the New American Schools Development Corporation to launch educational experiments designed to fundamentally alter the way education is delivered in America.

But he provided only encouragement. There was no national plan. There were no steps outlined to be taken by the federal government. And there were no federal funds provided. Instead, President Bush turned to American business and American foundations to find and fund the cures for what is really a government failure.

If city after city across this nation is failing its children—and I believe this is unarguably true—then this is not a local problem that can be addressed by local corporate citizens alone; it is wanton national neglect. And I respectfully submit, Senators, that it is time all of you in Washington do something about it.

It is not only time; it is way past time. It is a tragedy that American business cannot be competitive globally because America's youth cannot compete with those of other countries. It is a tragedy when we cannot employ most of the graduates of the schools in the cities in which we have our offices, because they have not achieved even middle school competencies. And what is more tragic is the waste of human potential and self-confidence that results from our reluctance to declare our cities' children to be a national disaster area.

We sit today in a city where the school superintendent does not want to release the achievement scores of its students because he feels it isn't fair to let people know how badly its children have performed compared to their suburban counterparts.

Senators, you must work with this Administration to free America's children from inadequacy.

This is a national emergency, and the federal government must step forward to help. Look at what the federal government did to rebuild Wilkes-Barre in Pennsylvania when it was essentially destroyed by the flood 1972. It was a good gesture and a noble accomplishment, but isn't the welfare of our children more important than that of our private property?

Last year, five corporate CEOs—I was one of them—made a plea to the Budget Committee of the House of Representatives. We asked that the Congress fully fund the Women, Infants and Children's (WIC) program, a program that has tangibly demonstrated it's effectiveness in saving money and enriching the lives of children.

This morning I join others in urging that full funding of the Head Start initiative should also be a priority. It, too, is a proven way to help the children of our cities get off to a better start educationally.

At The Prudential we have identified the lives and living conditions of children as a primary focus of our philanthropic program. I have provided a chart that documents our $4 million of contributions in 1991 and thus far in 1992 to preschool children's programs. Much of that has gone to Newark agencies.

Indeed, one significant program that we launched earlier this month involves a Head Start program—the Leaguers Head Start School on Clinton Street in the

South Ward. By bringing primary and preventative health care services into the school, we will provide basic care where it can be most effective—combined with the educational program.

It is my belief that we can no longer address the problems of children on a piecemeal basis. Even good, well-intentioned programs cannot succeed if they are not coordinated. And the hundreds of federal, state and local programs for children that exist today are barely coordinated at all.

Therefore, I have a suggestion to offer.

I suggest that the mayor of Newark, Sharpe James, invite the United States Department of Education to come in with a long term demonstration project that will direct and coordinate all services to the children of Newark from prenatal healthcare through graduation from high school. This would integrate the management of the social services and the schools of Newark to demonstrate to America that it can be done successfully in an inner city.

My suggestion is in keeping with the President's intention when he created the New American Schools Development Corporation—indeed, we can use the Corporation's guidance. It's chairman, Tom Kean, is a former governor of the state of New Jersey and a leader who knows the importance of education, the importance of early intervention, and the necessity of inclusion of all Americans in the destiny of this nation.

One omission in the New American Schools design is any attempt to tackle the total environmental problem that children face in an entire city like Newark. Newark would be an ideal place to start to take this approach because its children share the problems that all big inner city children share. Yet Newark is a manageable size, so it can serve as an effective demonstration site.

I am not suggesting intervention; I am suggesting an invitation on behalf of Newark's children. If the Department comes by invitation, it will obviously need to have the freedom to make many changes, and it will need the buy-in and support of the state, county, local and other federal agencies, and also of the involved nonprofit organizations. But that is the normal response to any national emergency. And that is what we face today.

Senator Lautenberg, your legislative proposal for community education employment centers and vocational education lighthouse schools is a thoughtful and innovative way to address the children's needs in inner city secondary schools, and I commend you for it. My proposal is in keeping with that spirit of concern, but I feel that we have to start much earlier to save these children and prepare them to compete when they leave our schools.

I believe the rescue of Newark's children could be a tremendously compelling and successful demonstration project for the U.S. Department of Education. Lamar Alexander and David Kearns exhibited leadership in education before they went to Washington. They could surely do it in Newark if they signed on.

My suggestion may seem radical. It may fly in the face of conventional wisdom. But conventional wisdom once said that a woman could be fired if she got married. And my suggestion is no more radical than the trip that Richard Nixon took to China in 1972.

It is time for America's leaders to look for unconventional solutions. The conventional ones haven't worked.

The children of Newark—and the rest of this country—deserve their chance to catch the brass ring, but first they have to get on the merry-go-round. Senators, let's help them do so.

Senator HARKIN. Thank you very much. Excellent. Stimulating testimony and a recommendation for a good challenge for Newark.

As the chairman of the appropriations subcommittee that funds these kinds of programs, and as one who is deeply interested in—you probably heard me say earlier—trying to coordinate, and bring all of this together, I will tell you, we are looking. I am looking for proposals like this that come into the Department of Education for us to go out with a pilot program in a major urban area.

Mayor James, you and Mr. Winters, myself, Senator Lautenberg, Congressman Payne on the House side, we can work together on this. I would like to provide whatever help and support I can.

Mr. WINTERS. We would, too.

Senator HARKIN. You are preaching to the choir here on this one. Because something has got to be done. I know it. I sense it can work.

Are you familiar, Mr. Winters, with a group called the Committee on Economic Development?

Mr. WINTERS. Yes; I am a trustee.

Senator HARKIN. Oh, you are. Good for you.

Senator LAUTENBERG. There is nothing that Bob Winters is not a trustee on.

Senator HARKIN. Well, about 1 year ago, let me think, it has been, yes, a little over 1 year ago, into my office came Mr. James Renier.

Mr. WINTERS. He was one of the five who testified for WIC.

Senator HARKIN. Right, he was a CEO for Honeywell, right?

Mr. WINTERS. Yes.

Senator HARKIN. He came in to see me about this and about their findings. And these were CEO's of major corporations, like yourself, others around the country, and he came in to talk about fully funding, I believe, WIC and maternal child health care. But they had one statement that I picked out of their findings, that I have used repeatedly. You talk about fundamentally altering education in your testimony. Well, it seems to me that when I hear Secretary Alexander—fine man, very bright, I have a great deal of respect for him—and others talk about fundamentally altering education, they are altering the structures that are out there. Perhaps some delivery of the services. And I am not saying some of that should not be done. But there was one statement in the CEO's report that I think talks about the real fundamental changes. Here is what it said, and I remember it: We have to—we have to understand—we have to change the way we think of education. Education begins at birth and the preparation for education begins before birth.

I will tell you, it is like the scales fell from my eyes when I read that. Because all the work we have been doing and looking into education, I am on the authorizing committee, I chair the Appropriations Committee, we have become great at coming in and patching, and fixing, and mending and remedying, chapter 1 and this and that. But we forget about the front side. That if a child is born unhealthy, they do not get good immunization, they do not get good health care programs, and child care, some intellectual stimulation, like we saw in the basement here this morning and you drop them into the public schools at age 5, 6, or 7, I do not care how many patch-and-fix and remedy programs you have, that kid's life is stunted.

Mr. WINTERS. The mere mention of one of our challenges here in Newark is high frequency of low-birthweight babies. It is demonstrable that low birthweight babies have difficulty developing to the point where they can participate in schools to the same extent as children brought to term. Prenatal care is one of the largest single answers available for low birthweight.

Senator HARKIN. We know it works. It is like Head Start. We have had Head Start for 25 or 26 years.

Well, we are going to get to Dr. Singletary and also Michael, two graduates of Head Start. A great testimony is what it meant to their lives. We know these things work. And I would hope, again, we would fundamentally rethink education. And we start looking at the maternal and child health program not as a social services welfare program, but as a part of the educational structure.

Senator **Lautenberg**. I relinquish the opportunity to ask questions so you can go on your way. And I want everybody to know that when I graduated college, my mother said to me, Frank, the Prudential is a good company. And that is where I went to work when I got out of college. However, I did not stay very long.

Mr. **Winters**. Fortunately for me.

Senator **Lautenberg**. I might have been retired by now. Thank you very much.

Mr. **Winters**. I appreciate your understanding. Fortunately, my office is only 15 minutes away.

Senator **Harkin**. You are wonderful.

Mr. **Winters**. Michael, sorry I cannot stay to listen to what you have to say.

Senator **Harkin**. Looking forward to working with you on this proposal.

Mr. **James**. We will get that together.

Senator **Harkin**. Mr. Reed, are you OK if we finish this panel?

Mr. **Reed**. Yes.

Senator **Harkin**. Thank you, I appreciate that.

Senator **Lautenberg**. He is out of season.

Mr. **James**. He lost two recruits.

Mr. **Reed**. I only have to worry about getting a coach, that can wait.

STATEMENT OF DR. LINDA SINGLETARY, RADIOLOGIST AND HEAD START GRADUATE, BROOKLYN, NY

Senator **Harkin**. Linda Singletary, I guess you also have to get back to New York.

Dr. **Singletary**. Yes, I do.

Senator **Harkin**. Let me introduce you next. Dr. Linda Singletary is a graduate of Newark's Head Start programs. Since that time she has also graduated from Cornell University and from the University of Medicine and Dentistry, New Jersey. After college, Dr. Singletary, worked at a Head Start program in Newark before going on to medical school. She is now a resident in radiology in New York.

Dr. Singletary, thank you very much for taking time to come all this way from Brooklyn to here today and taking time from your residency. I appreciate that very much. Your statement will be made a part of record in its entirety. Please proceed as you so desire.

Dr. **Singletary**. Thank you for inviting me. There is no way I would have missed this, if there was anyway possible for me to be here. Forgive me for not preparing a statement. I was in the emergency room all weekend, and I just did not have time. So I am going to speak off the cuff and from the heart.

I was born in Beth Israel Hospital here in Newark. My parents now live in Irvington. They have been there for about 21 years. But my beginnings were in Newark. And as I look around this room, I see a lot of familiar faces, people who are like my family: My

Head Start family, my UMDNJ family, I feel very blessed. I think that I have, you know, so far had a pretty good life and it began with Head Start.

When I was 3 years old in 1965, a Head Start program opened in my neighborhood, which was around the corner from where I lived. And I can remember my mother walking me there, actually dragging me there because I was screaming. I could not understand why she was taking me out of the house, I was a morning student. And it took me about 2 days to get comfortable. That goes to show how much love is in that program.

At the time it was very grass roots. We were not given the full food program that we are now. We got orange juice and graham crackers and an afternoon nap. But, you know, a lot of important things came out of that tiny little classroom which was in the basement of a church just like this one.

I think the most valuable lessons I got out of Head Start was self-respect, respecting others, learning to be responsible as a baby. I mean, you have to start when they are in your arms. You know, you just cannot wait. I think another important lesson that I got out of being in that program, was that I was in control of my own destiny. The possibilities were limitless, all I had to do was want to accomplish them.

It was just wonderful, you know, I can remember sitting and learning lessons and learning how to count and learning the importance of eating right from a very, very, very small child on. You know, we were told that we forget the things that happened to us when we are at our youngest, like at 1, 2, and 3 years old. But when you have that much attention focused on you and your well-being, you do not forget. Those things are ingrained, they become a part of you and you never forget those lessons that you learn. And I think that little classroom has a lot to do with some of the success that I have had the opportunity to experience now.

After I left preschool, I skipped kindergarten, I went right into first grade, I was very proud of that. And I grew up on 16th Street and Avon Avenue. And I have to address Mayor James. I have not had the opportunity to speak with you since you became mayor, but I remember when you were a community activist, and we had a woman in our community, her name was Rosetta Newby, and she used to prepare field trips for us in the summer so that we would not have to spend our entire summer on the hot concrete streets in Newark. And Mayor James was really the person who arranged all that, and that is going way back. This is very old. I mean, I turned 30 about 1 week ago, so we are talking 20 years ago or more that these things were taking place. But you know the importance of that is that, again, the boundaries are limitless. I learned that there was life outside the city. And for the two young people that are in the room, you have to draw on every single experience and opportunity that comes your way and use it for the future, because I think that one of the problems urban youth has today is a lot of times they just do not know what is out there. You have to use whatever is available to you to want to grow because then you are more able to set realistic goals.

I think that in those formative years for me was when I began to think about who I was and what I wanted to contribute to my community and to my family and to the Nation in general. When you are in grade school and in high school that is where you have to learn about, well, what kind of things—what can I contribute? What do I want to do with my life? And after you make the goal, you have to go a step further, you have to have a plan. My mother can tell you, she thinks I am pretty anal retentive because I always have a plan. There is no way you are going to accomplish anything if you do not have a plan. You have to really, know your life, it is a road you travel. And you map it out and you have to decide what it is you want and how to go about getting it. Because we can all be dreamers, but dreamers do not accomplish anything if all they do is dream.

I decided very early that I wanted to be a physician. If you talk to my parent, when I was about 8 years old, I would say, I think I want to be a doctor, because we grew up in Newark, and we would see a lot of people get tuberculosis, get stabbed. And you watch this, and I go, you know, I think I could be of some help, so I better be smart. I better read, I better learn that math. The stuff you think is not going to help you, you know, will wind up helping you in the long run. After you make your plan, you have to implement your plan. If you say to yourself, hey, I want to be an attorney, I want to be a politician, you have to go and open those books and you have to read and you have to do it with enthusiasm. And once you start to get some of that success, it makes you hungry. It makes you want to do more and more and more because, again, it is limitless. The only boundaries that are out there are the ones you set yourself.

It is all so important in that time to learn that it is all right to fail. I mean, I went through my transition period when I wanted to be an artist, which nearly gave my parents a heart attack because there is this certain prestige with being an attorney or a doctor. But the bottom line is you have to be happy with whatever you do and you have to be the best; if you are going to be a ditchdigger, you be the best ditchdigger there is. If you are going to be a doctor, you be the best doctor you can be. What is important is you are happy and you are doing the best you are able to do. And versatility is important.

I wound up at Head Start because after I went to Cornell University, I decided that I needed some work experience. I was not sure—I know a lot of professional students, people that just move on to schools and never really do anything. And for me when I was leaving Cornell, I said, OK, I think I want to be a doctor, but, you know, first of all leaving college, most of us do not have any money. So you have to work. And I also wanted to make sure that there were a couple of things I could do well. So I opened The Star Ledger, the summer that I got out of Cornell and, lo and behold, there is an advertisement for Head Start and nutrition specialist. And I had been trained at Cornell, and they have a pretty good division of nutrition science there, it is one of the best in the country. And they indoctrinated me there. And to have the opportunity to go back to Head Start, I think makes my situation a little bit special, because now I have sat on both sides of the fence. You know, I have been the child in the classroom and I have looked at it from that perspective. But then it was nice to go back and be a nutritionist. And we were, you know, Donna Ross is in the audience, as well as Margaret McLeod, and we were a very active group. We did not do everything from the office, we thought the best way to get your message across would be to get in the classroom. And that is what we did. We would carry our sacks of food on our back in the snow on the bus to get the importance of good nutrition across to these children and to their parents. And the parent/teacher-children/teacher interaction was very special for me, because when I came back to Head Start, I realized that it was different than when I had been there. Because the parents who took the children to school that went with me were, for the most part, married women, older, they were not the young girls, 15 years old, you know, 13 years old with children in Head Start. I mean, you have to educate the parent that is a child, an older child, and the child in Head Start. So for me it was a special challenge because when we went out there, we felt like the parents. Some of the parents were as much the Head Start children as their own kids were. And we had to use special tactics to get the message across to them.

After leaving Head Start, which was not an easy thing to do, because I was very happy with my job there, I decided that it was time to try medical school. I was getting a little older and I wanted to be out of school before I was 30. And so I went to UMDNJ, which is my second home. I got the opportunity to work with people like Lonnie Wright and Foster Burnett. I see Dr. Sprott is in the audience and Dr. Rabkin, from United, I know these people. You see a lot of students, you might not remember me, but I certainly remember you. And there is a lot of respect that I have for all of you in the UMDNJ family because I think you do good work. You learn that when you leave.

Again, the Head Start message goes out. The community involvement, while I was in medical school, I got to volunteer with an agency, the Chestnut Street School for Pregnant Teens, and I was a counselor there for 2 years. And it was just, well, you know, it was an interesting experience because you really do not realize what is going on in our communities until you are involved in a program like that and you see 12-year-old girls having children. And you are trying to make an impact on their life.

While I was at UMDNJ, I decided that for a long time that I wanted to be a pediatrician because I wanted a direct link to the children of Newark. But by the time I got to the fourth year, I liked—I discovered I liked diagnostic radiology. And for me that was a little bit scary because I was trying to figure out how in the world am I going to link nutrition with radiology. And that was the question I was asked a lot when I went on my interviews. Again, I think it gets back to diversity and being comfortable with shifting gears. You are going to be your best—maybe I do not want to do this, but I think I could be good at that. And you are able to smoothly switch. And now that I am in radiology, I find there are a lot of things I can contribute, because as a junior resident who is in the ER reading films on a lot of children, you know, I find that I am on the frontline. Sometimes I am the very first person to realize something is going on with a kid. If I look at a chest film and I see broken ribs are healing and nobody else knows about it, maybe I am the first person to realize that kid is being abused. Or maybe I will see a chest film where there is a funny infiltrate in an upper lobe. And somebody at home has tuberculosis and nobody knows. So a lot of times it is interesting because it was very frightening. I did not know how I would work through that. But now I do. It is just a matter of waiting and learning and learning where you can be of importance.

Mayor James mentioned lead poisoning, that is big out there. It is in Brooklyn. There is not much difference in the community that I am working in now and Newark. And a lot of times I am the first person to know because the child will have lead lines in their bone films. So you can make a difference. And everything I have mentioned from AIDS to child abuse, lead poisoning, tuberculosis, homicides, drug abuse, things that I see on the film are all things that are preventable. And that is the real issue. It is so important to open your eyes and know that these are things we can correct. And places like Head Start is where things change. You have to educate the young.

For my future, I do not know what my future is going to hold, but that does not scare me, because I think at this point, at the age of 30, ooh, that I can handle——

Senator LAUTENBERG. "Ooh?" Ooh what? [Laughter.]

Dr. SINGLETARY. I can handle pretty much whatever anybody throws at me.

The biggest challenge for Head Start now is that the children that you are seeing have to be more sophisticated than I was when I was in Head Start. When I was in Head Start, we did not see as many 11- and 12-year-old girls have babies. Crack was not out there. The challenges are large now because the changes that are going on right in the urban community.

I think that the family approach taken by Head Start is a very good one, but now we have to expand and have a community approach. What I remember when I was a child is that my mother allowed anybody in that neighborhood to discipline me if I was in the wrong. And we have to go back to that. We have to go back to that old fashioned way. And I think that is why a lot of children that are more like my age have more respect for adults, because nobody was going to call anybody and complain to any office if I was throwing rocks and I should not have been. They could spank me and send me home or I could expect something else when I got there.

Again, back to me for the future, I think that I will be just a satisfied person if my life were to end tomorrow that I have made a difference. If there is one person that I made a difference for, then that means being here has been worthwhile and Head Start has been an integral part of that.

Thank you for inviting me.

Senator HARKIN. Not even a prepared statement.

Senator LAUTENBERG. Glad you are not running against me.

Senator HARKIN. You are very powerful. I am going to yield first to Senator Lautenberg.

Senator LAUTENBERG. Well, just to use the expression, Dr. Singletary, you knocked us all over with your statement because you are so positive. And you provide the evidence that is challenged so often: Do these programs work, do they not work? I hope that you are going to be able to find time as you continue to learn your profession to be able to go public some of the time and talk. I would have to tell you, I for one, would make sure that you get a forum. Because your message is one that can be understood by the youngest and the oldest in our society. To the youngster to whom life looks so bleak, it is very hard to see the vision that you describe.

I personally am involved in an education program in my birth place, the city of Paterson, where three of us put up a substantial sum of money for a class of 28 kids in the sixth grade to go to college, and we pay the tuition. All they had to do was stay in school, long enough, pass the grades and get accepted. We found out something—mayor, I know you have to be interested in this—that it was not enough to say, if you do this, you get to go to college. Because to a youngster, that is hardly ever really seeing the light of day. College does not really mean that much. Because they are so accustomed to failure around them, to lack of credit, to lack of comfort, to lack of an encouragement that they do not believe people in the first place. Tom, for your information, this is a common program throughout the country, it is called I Have a Dream Program. And a lot of private individuals have picked up and tried to put something back into the communities from whence they came. What we found out, these young people—now we are talking, we started at the sixth grade, some with those who are 12 and 13 years of age. We found that until we had some counseling in there, until we had somebody coming in and showing them—that is something you said in your remarks—there is a world outside the one you live in. We were also able to get these kids to Washington. I got them into the Vice President's office. At first they were very insecure about all this. But they began to understand as I did when I went to college coming from a poor working family. It was not so much what I learned in terms of the specific subject, but what I did learn is that there was a life beyond the one that I saw where my mother worked behind the counter of a store before she was with Prudential, and my father tried every day to make a living, often unsuccessfully. I saw there was something more in life. That is what these young people have to see. That is the kind of example.

Dr. SINGLETARY. It is also as equally important, I am sure that your parents also knew there was a life beyond theirs, and they wanted that for you. That is what counts. My parents did not graduate from high school, both of them had parents, my grandparents on both sides were sharecroppers, they were farmers. But it was—when my parents moved here to New Jersey in 1957, they knew that when they had the two children, they have, I have one older brother, that they wanted, it was not—you were not doing anything special by graduating. You are expected to finish. It was an expectation to be in that house. We did well. And they would reward us from time to time, but they made it clear that we do not want you to go out there and get an A because you want $5, we want you to get an A because getting an A is going to open doors for you. And you are going to be able to accomplish so much more if you take this serious. You have to see the value in it. We cannot give you and make it a gift. We love it that you do it, but you have to understand the integral importance of it. And what it means for your future.

Senator LAUTENBERG. Dr. Singletary, I have just one question. Again, you impressed everybody with your statement not only with the delivery but the thought that went into your comments. I would ask you this: You had to have, in order to go to medical school, some kind of science curriculum at Cornell. And what do you think we can do to get the message across? What I found very tough in dealing with youngsters, and I would have to tell you, Mayor James in particular has been an inspiration, because I heard him talk to young children, and we all learned a lesson, I think, also from the Rev. Jesse Jackson, phrased cryptically and, "Be somebody, make something of your life." And it is awfully tough to get that message across when things are so bleak around you.

So what I tried to do is when I talk to young people from the urban environment is to compare them to an athlete who practices shooting foul shots all day, swinging at the ball, to say that, if you do your home work every day, it is the same routine. That is, if you are able to put that time into learning that, eventually, there is a payoff. There is a lot—you may not get the kind of grand success, but you can certainly get less failure on your record because you have a chance to compete in a wider arena.

What do you think we can do to induce the young people, minority, urban dwellers to take an interest in science and——

Dr. SINGLETARY. Oh, I have an easy solution for this: I think that——

Senator LAUTENBERG. But you cannot be everywhere, every time.

Dr. SINGLETARY. That is true. That is true. But I think there are enough people out here that are successful. I think one thing that worked for me is that I always attached myself to somebody who I thought had similar experience that I had and had made it. And that means you have to go out and find yourself a mentor. And there should be programs that are set up, and these things do not have to cost any money. All you have to do is find a group of people that are interested. What we did in medical school with the Student National Medical Association, is we would go to the high schools and find out which students were interested in maybe practicing medicine. Because one of the things that people tend to miss is that a lot of people want to do these things, they want to be scientists or get Ph.D.'s but they do not understand the work that has to go in it. And I think that is the point where they drop the dream, when they realize that you have to have high standards to do these things. Because nobody is going to let you in if you have not cut the mustard. And we certainly do not expect any favors, if the sum has to be this, then it has to be this for everybody. We need to, I think, get out there with the kids more and do career days and have children attach themselves to somebody.

So maybe one weekend out of the month they could spend time with that professional that they think, you know, the person who has the career that they think they might want to have because then it is more realistic because you can talk to that person and grow. And find out what steps this person took to get there. Even at the stage I am now, everywhere I go, if I meet somebody and

I am impressed with that person, I attach myself to them. At 30 years old, you figure at some point you have to grow up. And people are starting to do that now to me, but you never get too old to look up to somebody. Because you can always learn there is somebody out there with more experience.

It would be my suggestion to try to organize something where a lot of the physicians and lawyers and business people in the community who struggled like these children are struggling now can get to meet these kids and tell them what is involved. So that when they come to the time, that time when it is the end of high school and they are looking toward college, that they realize that nothing is given to you. You know you are not going to have a business dropped into your lap. It is a lot of hard work. But I think if when they are 10 years old they get to go out there to Prudential or go, you know, to IBM, if you just allow them to sit in a file room, you know, and learn how businesses work, that by the time they got to college, they would be so much more ready because they would know what it takes. That applies to any field, science, too.

When I was in high school, they had a future physicians club and they took us to see open heart surgery. If you fainted, you knew it was not for you. But if you were fascinated by it, then you would try to get to know the thoracic surgeon who was doing the procedure and let him—nobody minds having a shadow behind them once a month, so that you learn what this person did to get there so that you can begin to prepare yourself. Because a lot of times by the time you are in—midway through college, if you have not done what it takes, then either, one, you give up, because you feel it is too late or you have more years of preparation that have to go into it to get there.

Senator LAUTENBERG. Thank you very much. One thing, and I will close with this, that I think you straddled in your young career, and I do not want to alarm you, but 30 is young. But having studied nutrition, you know that there is a fundamental law, I do not know whether it is a science or physiology that says, you cannot have a full head with an empty stomach. A person cannot think, a child cannot think if they are hungry, if they have poor nutritional habits.

Thank you very, very much for that wonderful message. We are delighted to have you.

Senator HARKIN. Congressman Payne, do you have any questions?

Mr. PAYNE. I would just like to say we are certainly very proud of your achievements as a Newarker and South Warder at that. You know, Mayor James is a few blocks that way, I live a couple of blocks that way. And my children were born in Beth Israel also.

You are really certainly a breath of fresh air and a tribute to the city. And I too know Ms. Newby and she has done an outstanding job through the years. And you are certainly a part of what she dreamt about always. And I think many people working together, and that is what we have to have—unity in the community, opportunity, and I think that we will have more Dr. Singletarys.

Dr. SINGLETARY. I hope so.

Senator HARKIN. I hope so, too, Dr. Singletary. I hope we have a lot more of you. And again I just want to join my colleagues and congratulate you on your success. And I know you are going to go on to be an even greater success. You are a role model for so many others here in Newark and around the country. I am quite taken by your presence, your demeanor, intelligence and just—I cannot speak French, but the joy of life.

Senator LAUTENBERG. Joie de vivre.

Senator HARKIN. I know how it looks when I read it, but I cannot say it. It is contagious, you pass it off on to other people.

Michael, would you not like to follow in her footsteps?

Mr. LAWRENCE. I like business.

Senator LAUTENBERG. You can follow in my footsteps.

Senator HARKIN. He struck a home run there. Dr. Singletary, I look forward to seeing you again in the future. The subcommittee also chairs a health services committee. And one of the things that I have been looking at for some time is the National Health Service Corps, getting it built back up. And I do not know, did you partake in any of that as you went to medical school, of any of the Federal programs that helped you go through medical school?

Dr. SINGLETARY. Yes, I did. As a matter of fact, the financial aid at UMDNJ was very good. And there were Pell grants and things like that. The basic things we got. And also the alumni association at our school is very good to the students, if you are a hard worker and academically sound, you are rewarded for that. And that helped me get through, too, owing very little, I am pleased to say.

Senator HARKIN. I liked what you had to say about Head Start, that you learned self-respect, respecting others, responsibility, control of my destiny.

Dr. SINGLETARY. Absolute. It is so important from birth, so important.

Senator HARKIN. Great example. Thank you very much, Dr. Singletary.

Dr. SINGLETARY. I have to go, so thank you again for inviting me. It was nice seeing you all.

STATEMENT OF MICHAEL ANTHONY LAWRENCE, II, HEAD START GRADUATE, NEWARK, NJ

Senator HARKIN. I am going to ask Mr. Willis Reed to come up and join us here. Willis, could you come up and join us with Michael here. And also Rev. Dr. James Scott, pastor of the Bethany Baptist Church.

I wanted you both up here. I had read Michael Lawrence's testimony before, Willis, he said he wanted to be a basketball player, I thought he might as well get next to one of the best.

Mr. REED. Once upon a time.

Senator HARKIN. We are all once upon a time.

First, we are going to hear from Michael Lawrence, 11 years old, in the fifth grade at the Morton Street School. He was in the Newark Preschool Council Head Start program. And we will also here from Michael's kindergarten teacher, Mrs. Patricia Barrett today.

First, we would like to hear from him.

Michael's mother is also here with him. Mrs. Lawrence, thank you very much for being here. And I also want to thank Mr. Moses Cobb, the principal of the Morton Street School, for letting Michael join us today. He got out of school to come here today. I know, Michael, you would rather be in school right now, that is why we really appreciate you being here.

We are going to make your testimony part of the record. And the floor is yours, please proceed.

Mr. LAWRENCE. My name is Michael Anthony Lawrence, II. I am 11 years old, I go to Morton Street School. I plan to finish regular school and get my Ph.D. in either international business, business administration or business law. I also want to play basketball in college and the pros, but most of all I want my college degree. My likes are karate, basketball, music, Nintendo, and other electronics games and traveling.

I attended Stella Wright preschool. Going to Stella Wright preschool was a good experience for me. I feel that preschool is a good way to get kids ready for kindergarten. Preschool strengthens the skills that my mother was teaching me at the time. But some children do not get the basic skills for learning at home and that is why preschool is very important. Preschool teaches children how to be fair with each other and how to respect each other. It also teaches children how to share with each other, take turns. This is important because when I was in preschool, the kid that was the only child did not know how to play fair. Also the kids that had a lot of brothers and sisters, I think they had to fight for their turn.

Preschool builds character and personality. It also teaches children the fundamentals of learning. It teaches the alphabet, numbers, colors and words and how to write. Preschool also encourages learning and listening skills. It helps kids with social issues, like good and bad touch. It teaches kids when to say no. Preschool also teaches kids how to express themselves with words instead of crime or hitting. It also teaches how to compromise.

I liked preschool a lot. Preschool was fun. I would like to also say more attention should be given to the smarter kids in school. I wish there was more programs that included black history, science, math, and field trips. I wish this because sometimes when my work in school is easy, I got bored, and some of my friends, too. My mother is a great influence because she teaches me a lot about life and education.

Senator LAUTENBERG. Very good.

Mr. LAWRENCE. I would like to say more schools—more computers should be given to kids in the urban area. Because I heard in the near future, most jobs will have to deal with computers.

Senator LAUTENBERG. Michael, good for you. You did not say that about computers because you knew I used to be in the computer business?

You are very good. That was an excellent message. I think, here again, we see testimony of Head Start that confirms the value of the program. Very good, thank you.

Senator HARKIN. Wait right here with these big fellas right next to you. We will get to the questions after we hear from them.

STATEMENT OF WILLIS REED, SENIOR VICE PRESIDENT, BASKETBALL OPERATIONS, NEW JERSEY NETS

Senator HARKIN. I want to introduce Mr. Willis Reed, the courageous, inspirational athlete with the New York Knicks, center from

1964 to 1974. A team made up from someone in this State that we also share the Senate with: Senator Bill Bradley.

It was Mr. Reed's dedication to that position, the center, that brought the Knicks to the NBA championships in 1970 and 1973. He has been elected to the Basketball Hall of Fame.

He showed his stuff in the seventh game NBA championship series against the L.A. Lakers in 1970. He was injured in game five. L.A. won game six. He came back in game seven, and won it. And brought the trophy home for the Knicks. I remember that. Those were great years. I was in school then, I had a lot of time to watch basketball.

Mr. Reed is now senior vice president of basketball operations for the New Jersey Nets. Through the Nets community involvement in Newark initiative, the Nets are working in partnership with the Newark Boys and Girls Clubs, United Negro College Fund, Young Fathers Program, and other efforts in the community.

We are privileged and honored to have you hear today, Mr. Reed. Thank you for your patience in being here and your statement will be made part of the record in its entirety. And please proceed as you so desire.

Senator LAUTENBERG. Just one word, if I might, to welcome Willis Reed here. We know each other, I have several friends and former business associates who are involved with the Nets. And Willis has been a stabilizing influence in trying now to get that team past its first round of playoffs. But Willis is also setting the kind of personal example that all of us admire. He did not forget, and we will hear it from his comments, his own humble roots, his own beginnings, his own aspirations and makes certain that he communicates the message that he personally had to learn to set an example for others. And when I called Willis to ask if he would do this for us, it did not take him but 2 minutes to say, "If the time is there, I want to be there." And we appreciate your being with us today.

Mr. REED. Thank you, everyone, for inviting me. First of all, I would like to say thank you, Senator Lautenberg.

I guess first it is important to me for you to know a little about Willis Reed. I am certain you do not know the person that took Willis Reed, the Knicks, to the two world championships; won triple crowns, MVP of the regular season and All-Star Game Playoff in 1970 and is currently building the New Jersey Nets back to respectable NBA franchise.

You really have to go back 50 years to understand Willis Reed. I was born in a small town in Louisiana called Highco. Eventually my parents moved to a small place called Bernice. There were just about 1,600 people in the entire town and less than 200 kids in our high school. Education was very important for everyone and we had a great group of teachers that helped put us on the straight and narrow path.

We did not have a lot of money and there was respect for education. And people knew that hitting the books was our way of going for a better life.

I know I would have had a very tough time myself if I had not grown up in this environment as opposed to the environment we grow up in today. Of course, I was a pretty good athlete that helped me pay my way to college. My vision was to be a teacher, a coach, I valued education.

From Bernice I went on to one of the finest black colleges, Grambling. And certainly saw hundreds of youngsters there who were receiving a chance to change their future through education.

While basketball was important to me, certainly being the first member of my family to graduate from college was very important to my mother and father. I was certainly no different than any others that were at Grambling. It was education that pointed us toward a brighter future. I know the importance of education and certainly know the most important resources in our country and on the face of the Earth is our children. But at the same time I am deeply disturbed by the problems that today society is facing.

There is a tremendous problem in education, and this has obviously trickled down, affecting the problem that exists in unemployment, crime, drug abuse, and the breakdown in racial harmony.

The Federal Government must invest in today's youth. This is an investment in the future of our country. I am very pleased to say I am a part of sports, and in particular the NBA which is very progressive in its attitude toward youth in this country. David Stern, the commissioner of the NBA, has been a leader in various community programs for youth in this country. Certainly one of the programs that I am extremely pleased to be associated with is the NBA Stay In School Program. Hall of Famer, Bob Lanier spoke to literally thousands of youth around the country this past year about the value of education. This can be very impressive from a man who wears a size 22 sneaker. Lanier also knows education builds a sense of pride that can equal and complement the problems facing this country. The NBA has all 27 teams visiting schools during the season as part of this program to culminate with the tremendous Stay In School Program as part of the All-Star weekend in Orlando, FL.

I might add, this program has been going on for several years.

The Nets have also taken an active role in the inner-city community by sponsoring a wide variety of programs which match athletics and academics. The one that I am proud of is run by Len Rivers, our community affairs director, in conjunction with Sharpe Electronics. This program brings some of our most deserving high school athletes to a special academic awareness camp where education fundamentals are stressed in the morning and basketball in the afternoon.

While all these programs are trying to make a dent, we need more. We need the Federal Government to help with its huge resources. This is the youth of our county. Our children. And any investment that we make will pay back many times in the future.

I hope that this subcommittee can see the straight facts. This issue needs to be at the top of the country's domestic agenda. We must invest in America and the minds of our youth.

Again, I would like to thank Senator Lautenberg and Senator Harkin and their staff for the opportunity to discuss what I feel is one of the most important issues facing America in the 1990's.

In ending, I would like to say I was listening to Dr. Singletary, and she talked about the possibility of being the best ditchdigger. Having been a southern boy who grew up picking cotton, I realized that I had to go to school and get an education because along came the cotton picker and there were no jobs picking cotton any more. I think that is the same thing with ditchdiggers. Along came the machines and there was no one out digging ditches by hand any more. I think that progress has a way of changing situations.

One thing that I would have to say that was not a part of this, is that having grown up in a family as an only child, and I understand what Michael was talking about, only children always get their way, right, Michael? They think they do, anyway.

Mr. LAWRENCE. I know, I have cousins that way.

Mr. REED. You know, you got cousins that way. I really think that even though we know we need to invest a lot of money in social programs for kids, I think the one thing that is evident in my 50 years and my 40-some years that I have really been able to see life, going back to my grandfather owning a 200-acre farm and sitting around the table and him having the first piece of pie and we having some if any was left, and going to church with him, and having grown up with mom and dad in my home, that I think that family structure is a big place we need to start. In America today, the family structure is no longer in existence. How many times, just think about all of us here in this room, how many times do we who actually have children at home, actually sit down and have breakfast or dinner with the children? How many times do we sit down together, do we pray? It does not happen any more. I think that is one place that we really need to think about. And this is only a part of the big picture that is part of the problem. And obviously from that we have all of the other problems that we have talked about here with everyone else.

Senator LAUTENBERG. Very good statement.

Senator HARKIN. Good statement. Thank you very much, Mr. Reed.

STATEMENT OF REV. DR. JAMES A. SCOTT, PASTOR, BETHANY BAPTIST CHURCH, NEWARK, NJ

Senator HARKIN. Next is Rev. Dr. James Scott, minister of the Bethany Baptist Church in Newark, which was established in 1871 and is the oldest African-American Baptist church in Newark. He graduated from Yale Divinity School and received his Ph.D. from Rutgers University. He is an associate professor of education at Rutgers. Pastor Scott has worked in community organizations in Newark for over 20 years. He has been closely involved in Bethany's mission and community outreach activities, which include a food and clothing bank, and an AIDS ministry and other community activities.

Bethany is conducting a capital campaign for $5 million to build a day-care facility, primary school, senior day-care center, a theater arts and crafts center. That sounds like quite an undertaking.

Dr. SCOTT. It is Tom.

Senator HARKIN. Dr. Scott, thank you very much for being here today and again for your patience. Your statement will be made part of the record and, please, proceed.

Dr. SCOTT. I want to thank Senator Harkin, Senator Lautenberg, and Congressman Payne.

I provided copies of my statement. I would like to say just a few things on behalf of all the churches and clergy of the city of Newark. I am glad to see my friend, Bishop Gilmore, has come in.

Our church, like many churches, is sponsoring a variety of programs often on a shoestring. For example, we have a computer literacy program for approximately 40 people, we could accommodate 200 if we had the resources and the space.

The absence of networking between churches and community agencies is evident in the fact that we have to go out and look for resources. One of the things we discovered was that there is a science by mail program in cooperation with the Boston Museum. And as far as we can determine, we are the only local church that has applied and received this kind of assistance.

Our AIDS ministry has been mentioned. The Newark Housing Authority has developed a program and related it to many churches whereby we actually take members of our churches to housing projects and try to assist families doing sometimes very simple things, developing a boy scout troop, enabling a group of people to form a senior citizens league, et cetera.

The church I serve, like many churches, has been very involved in trying to help young people get to college or get postsecondary education. During the past 20 years we have given more than one-half million dollars in scholarships to fledgling students without regard to race or creed. In addition, we have given approximately one-quarter million dollars to our black colleges.

My statement deals with seven things, which I will go through very rapidly: First, I advocate more Federal aid to cities for comprehensive educational change. And not saying what others have said, I have tried to say we need a model or demonstration city plan, and Newark would be an ideal place.

Second: I believe that planning ought to be lodged closer to neighborhoods. We do not need to create bigger and better bureaucracies, we have too many of them now. But we need a coalition of State, local government, school districts, businesses, and citizens. And planning should reflect the values and the perceptions of people who live in the neighborhoods. I think we cannot have a citywide plan. In a certain area people may want to use funds to upgrade health and housing and some educational. And other instances they will want to put greater emphasis on family support and Head Start.

The third point that I wanted to emphasize is that Head Start should be fully funded.

Fourth, we need far better support services in urban schools. For example, it is unconscionable that in some of our suburban districts there are three times as many guidance counselors as there are in schools in Newark or Paterson. Day care needs to be part of our educational plan. All-day kindergarten. We need more social workers and better therapeutic services for exceptional children, as well as expanding opportunities for gifted and talented children.

Fifth, I am suggesting that something akin to the teacher corps should be created, especially to attract black and Hispanic high school students and prepare them for college, give them support; if they serve 3 or 4 years in an urban school as a teacher, their indebtedness should be forgiven.

Sixth, I want to emphasize there is no intention to replace urban school districts, though they need to rethink their function and their mission.

PREPARED STATEMENT

And, finally, No. 7, my document emphasizes that we move away from tying pay and merit kind of arrangements for teachers simply on the basis of how long they last. There are some teachers that need to be moved right now. And we need to develop some kind of merit system that is reflective of performance. If teachers do not perform, then they ought to be moved.

These are my seven points, thank you.

[The statement follows:]

STATEMENT OF JAMES A. SCOTT

Improvement in urban schools cannot be achieved by addressing educational needs.

One, urban policy must be developed and implemented, and improvements in school are part and parcel of this policy. Beneficial change in urban schools is related to a battery of other strategies designed to help the poor: jobs, health services, reforms in the welfare system with incentives for training or education, day care, after school programs, fiscal aid for the working poor, and decent housing.

Two, the Federal Government should play a leading role in planning and implementing urban policy. Leadership in reforming urban schools is an aspect of urban policy.

Federal aid to cities must be more comprehensive than physical renewal. Fiscal aid to cities should be tied to renewing citizen responsibility and participation in planning and governance of neighborhoods. Portions of cities could be targeted for social change, and residents empowered to share in directing the processes for improvement. If neighborhoods are defined and people involved in planning for and monitoring change, smaller units of governance may be created.

Return of governance to smaller neighborhoods would embrace a historical principle which guided American cities and schools during the first century of their lives. Educators promised significant benefits if professional bureaucracies were created, especially cost-effectiveness, efficiency, and freedom from political patronage and interference. In many cases, large bureaucracies have gotten bigger and their interests have become self-serving. Their narrow and provincial perspectives have precluded interaction and cooperation with other urban agencies. As resources in cities decline, the struggle between bureaucracies intensifies; citizens are the losers.

Decentralization of most services, and administration of these services, should be coordinated and designed by a coalition of federal government, business, university, caretakers (representatives of social agencies and schools), and community residents. A high level of trust must be invested in citizens who reside in poor neighborhoods, but care must be taken lest these citizens build alternative bureaucracies which become self-serving.

Fiscal prudence is essential. Goals should be set and movement toward them monitored. Criteria for accountability must be established and continually scrutinized. The process of accountability is one in which all partners in urban renaissance participate.

Control for urban neighborhood improvement should be entrusted to the coalition suggested above, and will differ according to perception of needs and interests of the coalition. There will be major differences in strategic approaches according to neighborhood values. There are no proven strategic or sure-fire techniques for improving the quality of urban life. Policies must be flexible and strings for funding should be minimal. In one neighborhood money may be divided among health care and school agencies. All funds may be directed to private health care agencies and public schools. While in another neighborhood money may be directed to day care facilities maintained by a consortium of churches and both public and private schools which accept goals of the neighborhood council.

It is important that Head Start be fully funded, so that all eligible poor children may attend.

Support services in city schools, those within and outside target neighborhoods, need upgrading. More guidance counselors are needed, especially in elementary schools. At all levels of elementary and middle and secondary school a more favorable ratio of students and guidance counselors should be established.

Something similar to the Teacher Corps could be created, and superior young college students recruited to teach. It will be very important to attract Black and Hispanic young people. Financial aid could be offered and if a graduate teaches in an urban school 4–5 years all indebtedness would be forgiven. While college students are in the program, intensive summer programs could be launched to upgrade understanding and appreciation of the liberal arts during the first two college years and to involve the students in direct service projects for enrichment with elementary, middle, or high schools during the latter two summers.

There is no intention to replace urban school districts. They could be related more closely to target neighborhood needs and involve local citizens. The scope of their operations need reduction and allocation of some planning and monitoring functions to administrative units close to local schools may be beneficial.

Finally, teachers in urban schools must be rewarded. A system of merit pay could be inaugurated, with superior teachers receiving incentives. In addition, the Federal Government could make available to cities funds for innovative programs designed to upgrade teacher certification and tie it to performance evaluation in the classroom. A new basis for teacher salary increments must be developed, one not tied to longevity.

There will not be an overnight turn-around for urban schools. The problems of schools are part of the larger context of issues confronting cities. The leadership role of the Federal Government may be best exerted in focusing attention on cities and urging a comprehensive policy that is designed by the people most likely to be influenced.

Senator HARKIN. Thank you, very much, Dr. Scott.

Mr. Lawrence, I could tell you have heard a lot of people here today, sitting next to two very accomplished individuals here. But let me just ask you about your plans after you finish school. You talked about going into business, things like that. You talked about programs for smart kids. I understand you are going to be interviewed for the gifted and talented program.

Mr. LAWRENCE. Yes; this is my secondary round, I already passed the first round.

Senator HARKIN. You already has passed the test. Was it hard?

Mr. LAWRENCE. They are easy.

Senator HARKIN. You are on your way. I can see that right now.

Tell me about Mrs. Barrett's preschool class. What did you do there? What did you do in that class?

Mr. LAWRENCE. Learned ABC's, and stuff. We had fun, too. She was a nice teacher.

Senator LAUTENBERG. Get the mike a little closer. What you say is good, we want to all hear.

Senator HARKIN. Would you repeat that, what you did in your preschool class? I want to make sure the reporter gets it.

Mr. LAWRENCE. Just like I said, we learned the fundamentals of learning, like, alphabet, colors, writing, word recognitions, how to pronounce words correctly. And we just had fun.

Senator LAUTENBERG. Fun in the learning?

Mr. LAWRENCE. Yes.

Senator HARKIN. That is good.

Now, when you went to preschool were you 3 or 4?

Mr. LAWRENCE. I was, like, the age of 3.

Senator HARKIN. Did your mother participate with you? Did she help out with this Head Start Program?

Mr. LAWRENCE. Yes.

Senator HARKIN. How important is it, do you think? Mr. Reed spoke about that, about the need for family structure. How important is that?

Mr. LAWRENCE. Very important.

Senator HARKIN. Your mother helped a lot?

Mr. LAWRENCE. Yes.

Senator HARKIN. I can see she is very proud of you. Very important, is it not, for parents to be involved with their children.

Mr. LAWRENCE. Yes; I think the kids would try to learn more.

Senator HARKIN. Sure they would. I appreciate that very much. You say you want to go into business?

Mr. LAWRENCE. Yes.

Senator HARKIN. You mentioned something about politics, forget that, stay in business.

I will defer. Again, I have other questions I have for Mr. Reed and Dr. Scott. I will defer to Senator Lautenberg.

Senator LAUTENBERG. Thanks, Senator Harkin.

You know, Michael also shows us what can be. That how fortunate we are to have someone your age. Believe me, I was more nervous when I was 25 than you are at 11 appearing in front of a group of people. What you say makes so much sense, we are very proud of you. It encourages me and I am sure everybody that hears from you, that the investment is worth making. You are going to be something great, let me tell you. And all you need is the opportunity. And that is what Mr. Reed and Dr. Scott were also talking about.

But you said something that is so important, that learning is fun. We have fun learning. I just hope that you will take time, even as you learned, even at your young and tender age, that you will talk to some of your friends or some of the other young people in your class and try to convince them as you have us this morning what learning is about. You have a goal in mind, you would like to be in business. Well, that was a goal of mine, too, but it came much later in life. I frankly do not think that I was as mature as you are at your age when I was 11 years old. But I knew I had to help my family and that gave me some very important lessons.

I congratulate you, Michael, and Mrs. Lawrence. You are very proud and you have a right to be. And I sense he is proud of his mother as well. When he says that you were active, she gave you guidance. Talked about things that you learned with your mother and learned from her as well.

So you are just the right kind of medicine for us to take and that is to remember that the investment is worth making. Sometimes even we in Government get discouraged because we hear so much about, the money has gone into this program or that program and it has not done anything. Well, it does. It does do something when you focus it on people with enough of an impetus from a family and friends.

One of the things Mr. Reed is very active in is mentoring, showing an example. Because sometimes there is not a father or a parent in the family that can take over. And when the mentoring program, Willis, takes place, you see an immediate response, do you not?

Mr. REED. Very much so. I think it is very important. I think all of our lives, even though I had a father, my high school coach was a guy who touched my life. And a guy who probably even beyond him who worked so hard with me was the guy who became my college coach. He saw me once when I was a 10th grader, I was about 6 or 7 feet, wore about a 14 shoe. And he said to me, you know, asked me how tall I was. I told him. He said, when you finish high school, you come to Grambling, I will give you a scholarship. I never thought about going to college. So you never know when you are touching someone's life. I think we all have to try.

Senator LAUTENBERG. You see it now, Willis, in your life, a lot of your people who play for you on the Nets have been involved, my former business colleague, Joe, you know has been very helpful, because he, like I, grew up in Paterson and we remember our roots. We went to school with Larry Dobbie. And Larry is, you probably remember, even though you are a little bit younger, that Larry Dobbie was the first American League baseball player who was African-American. And he served as an inspiration. Larry is out there with the youngsters. And others of your colleagues have done the same thing. You had the Paterson league for a while. I do not know if that still exists. And that means so much.

So when we have any questions, we just have to think back to this day.

Michael, I want you to know this hearing that we had today will be recorded in history. And some day 20 years from now or 50 years from now, someone will be able to go back and say, you know, there was a young man named Michael Lawrence, he was 11, now he is 50, and look what he has accomplished.

Dr. Scott, it is such a pleasure to hear your crisp analysis on what you said, what you laid out as a program. We ought to reward all people for their ability, not just for being there. That is not enough. That, as a matter of fact, discourages people to reach higher, because they say, I am going to be treated the same as everybody else, why bother?

So I just say, thank you very much to each one of you.

Mr. PAYNE. Let me just ask Michael, I heard you mention that you thought there should be more computers. If you were in charge, the school principal, superintendent, or just in charge, do you have any suggestions about what you would like to see done different to make learning better or improve?

Mr. LAWRENCE. They should have more classes, classes like science classes, like you do research and stuff. And math classes for kids who like math better.

Mr. PAYNE. Very good. That is a good suggestion. Certainly will be taking them down to the superintendent, too, locally here. The President has a year 2000 goal that every child by the year 2000 should be up 2 grades on math and science. Once again, I have not seen anything from the administration to come up with how we reach that. I mean, it is a nice goal. But we know there is a shortage of math teachers, shortage of science teachers. Knowing that we need to have a program to attract people who are competent in math and science. Either have a cooperative program with some institutions or colleges or businesses that could lend math and science people, maybe, to a school. But those are good suggestions.

I would just like to ask Reverend Scott, when you mention the whole question of tenure, how would you go about this, as you know it is a big political football, many people believe and support your position. How would you go about raising the consciousness level or having moved toward, perhaps, an abolition of tenure? How do we get rid of those teachers that are not performing? Principals that are not doing their jobs?

Dr. SCOTT. Some years ago Dr. Kenneth Clark in testimony before a subcommittee laid out a plan. It has never been used, but I believe it is excellent. Basically he suggested four things: First of all, that certification to teach ought to be made more difficult. It ought to be made contingent upon the performance and not simply getting a college degree.

Second, he suggested that for every beginning teacher there ought to be a mentor.

Third, that all pay raises ought to be tied to performance.

And, fourth, that no teacher, regardless how long he or she stays in the system should be guaranteed tenure. Because he claimed that this is not true anyplace else in the world. That unless one performs, one is not assured of a job. The same should be true in schools.

Mr. PAYNE. Thank you very much.

Finally, Mr. Reed, you are certainly a role model, the type that we need exposed more to our young people. And as we know, not every basketball player, athlete is a role model.

As a person involved with the younger people, do you feel there has to be a change in the manner in which athletes are almost pampered? I understand that there was an example of a couple of players that just would not go back into a game when they were supposed to. When I was a little athlete, half-bit athlete in high school I would not dream, and certainly we were not being paid, we would never dream of saying, I am not going in or getting angry because I did not get in when I was injured, thought I—in other words, I am the coach and the player too is the attitude of some of the young fellows. How do you see that cycle? Do you see it expanding or is there a way to break that cycle? Attitudinal.

Mr. REED. I think, first of all, you see the young athlete is the young person in our society. That is typical of our society. We have more outspoken young people today than we ever had. The respect for authority is not as great as it used to be.

When I was an athlete my coach had the board of education, and that is what he taught with.

I think Derrick Coleman, the gentleman you are talking about, Chris Morris, it was a great learning experience for them. I have talked to them since then. And I think that they have learned from it. I think the negative publicity has done more for them than anything else that could have happened to them.

Because sometimes I think now we are at age where when I was growing up, the board of education got us there. Where, now, I think that other means, and I think the means of the media, in which there was so much brought about, that both these young men are obviously very upset and sorry that they acted the way they did. I do not think you will ever see that again from them. Which is a growing experience. And I think that to me—for something to change a guy's personal life, and most of the time we always think that death or something tragic had to be a way to change a person's life, I think this has helped Derrick Coleman and

Chris Morris grow. Obviously, we do not condone that. Hopefully, we will not have that happen again with one of our players.

Mr. PAYNE. I think you are doing an excellent job with them. And even Woleridge, when you gave him a break and gave him a job. And, well, he wanted to go on and play somewhere else. That whole business of commitment and loyalty, those are things and I guess, that we have to—and I see Bill Payne here who was in charge of one-to-one foundation, which is a mentoring program, he happens to be my brother, I thought I would throw that in. These are the things that I guess we are going to have to start mentoring, loyalty, and respect. Those things that a lot of young people pamper with, high paid athletes, so much attention. I guess it is just difficult to have that much attention at that age.

Mr. REED. I agree. I think what we have to remember is that the athletes, I think they owe certain things to our society. I never knew a professional athlete until I played against one. So, I read about them in the paper. But my heroes were my high school teachers, my principal, my pastor in my church. And I think that those are some of the things in that family structure that we have lost. We have lost those things, and we must try to get them back if we are going to figure that we are going to go on. Because I think those are a part of the things that give people the inspiration to go and do and do well in life. If we do not, I think all the things we talk about, the financial things that have to be given are not there.

I think that athletes, as I look at them, there are so few people that get there. Willis Reed never dreamed of being an athlete. Willis Reed dreamed of being a coach and a teacher. Because my high school coach wore a suit and a tie to work and my dad wore overalls to work and came home sweaty to his knees. Obviously I worked on this job one summer, and I realized it must be nicer being a coach than being a worker, common laborer making 75 cents an hour.

So I think we get inspiration from sources. And that is where we have to really stay on target. Because I think if we can get more people involved with young people, then we have a chance. If we do not do that, we do not have a chance.

Senator LAUTENBERG. I was going to ask Dr. Scott one question, this is not a suggestion leading to your age, Dr. Scott, but I assume that you, like I, are old enough to remember a few years ago. I would ask that since 1967, 25 years ago, has the plight of the young African-American changed materially in the urban centers in our country using, let us say, Newark, as an example?

Dr. SCOTT. Senator, I think it has gotten worse. I think Mr. Reed has alluded to something very important. Young African-Americans have lost hope. And they have lost hope most of all in the system. Neither one of my parents finished the sixth grade. And my father never had a car, I did not have a bicycle until I was 18 years old and then I had a driver's license but I did not have a car. So I rode the bicycle.

But young people are opting out of our society because of what the media tells them. And the lack of money and leadership provided by the Federal Government simply confirms a strong feeling among many African-American young people, that nobody cares and they say, what is the difference, or as they say in the street, it does not mean a damn thing. And they move on toward antisocial behavior, selling drugs, doing whatever they can, just to make it.

Senator HARKIN. If I might interject at this point. Right at the end of the Los Angeles riots, there was a story that appeared in USA Today, I was reading it on the airplane one day. And this reporter was talking about how he had been in one of the areas where a lot of looting was going on. And he said to this young African-American, you know, I just heard on my radio the police are on their way, and you all better get out of here, this reporter was telling them. The young man said, I do not care, I am dead already. To me that said it all. There is a young man in the prime of his life and he is saying he is dead already. That is no hope. No future. Cannot see beyond. And that is really what it is. And somehow we have to get down to young Mike Lawrences and others.

But, you know, Mr. Reed, you put your finger on it, family, family structure. We all wrestle with what the role of the Federal Government is, we all wrestle with that.

If you could snap your fingers or if you could tell the Federal Government to do just one thing in urban areas today that would meet the greatest need for children, what would that be? Just one thing that you would think about, one thing we could do.

Mr. REED. I think the one thing that I see is while there is deterioration of the family, obviously we have, really, in the inner-city families, black men cannot make enough money to take care of their families. So I think we get back to finances. It gets back to being able to provide a job. Opportunities where a guy can make enough money to go home and have some money to put in the bank. Because I do not think—you know, you go in to the inner-city, lot of people do not know what a bank account is. All the money they got is in their apartments or in their pocket.

So it is a big picture. It is not a small picture. I think if that big picture gets better, then kids and everything else gets better. I think we have to try to provide the ability for inner city people, families to have and men and women to have jobs.

Mr. PAYNE. One other thing, we looked at some statistics, at a report done on Washington, recently. When that report was completed, 6 months ago or something, on that day, between 18- and 35-year-old African-Americans in Washington, DC, 40 percent were in the system on that day, 21 percent were incarcerated, 15 percent were on parole or probation, and 6 percent were being sought, looking for. Then they looked at 18- to 35-year-old's, not just taking that 1 day, but taking everyone from 18 to 35, the number was 75 percent. And then they took it 18 to death, and it was 85 percent of those living in Washington, had been in some kind of experience with the law.

Now, when they come out, I was in Jersey City at a housing project last—yesterday, talked to a kid been in jail three times, got shot once. And he said, but these kids—now, this was a tough drug-type guy, and he said, these kids have got to have a better chance. I tried to get a kid that lives down the street on Bergen Street a job at one of the places that handles mail with UPS and Federal Express down at Newark Airport, the kid was bright, been in jail, got out recently, worked while he was in jail, earned enough money in jail to pay his room and board, as you do in those kind of programs. Bought a car, got his GED. Wrote me a letter, fantastic letter, bright youngster. Went down to get the job, the FAA restricts an exconvict from working at the airport.

Now, these streets are full of exconvicts. If you find a nonexconvict out on Bergen Street, it is a mistake, he is visiting, he has been down South. He is trying to find his way somewhere else. But there is—and that is just an example. If that kid is going to be out of the system, even though there are so few jobs, that is an area that you just cannot go into at all. Or you find thing after thing, it is hard to get a checking account. They want you to have a couple of hundred dollars to open it up. If somebody can save that much, he thinks he is doing very well, and two, three kinds of identification. Well, if you are not working, you cannot get much anyway, you cannot show identification where you are working, because you do not have a job. Might have a driver's license, that might be it. You have to have two or three kinds of identification to even open an account. So things just mitigate against, especially, the black male. Like I said, hopeless, they quit. The four guys who were black who saved that truck driver in Los Angeles never got their picture on the front page, but the four guys who beat him up certainly did. The police chief went and arrested the guys himself with the FBI, and that should happen. But there were four guys that came up, took the fellow, took him to the hospital, saved his life. Never saw the picture of those four blacks.

So it has got to be—there has to be another way to look at society, not only bring up the negative. Let us also highlight some of the little Michaels and things.

Senator HARKIN. I appreciate it. Thank you all very much. Your testimony was very powerful.

STATEMENT OF DR. KENDELL SPROTT, ASSOCIATE MEDICAL DIRECTOR, CHILDREN'S HOSPITAL, NEWARK, NJ

Senator HARKIN. I have one last panel: Mrs. Patricia Barrett, kindergarten teacher from Westfield, NJ; Dr. Kendell Sprott, associate medical director of Children's Hospital, Newark; Margaret McLeod, president, board of trustees, Association for Children of New Jersey.

Thank you all for being here, your statements will be made part of the record. Let me introduce all of you for the record. First, Mrs. Patricia Barrett, teacher at Morton Street School, 43 years in the Head Start program and Follow-Through programs. She is retiring this June. Several years ago Mrs. Patricia Barrett taught Michael in her kindergarten class.

Mrs. Margaret H. McLeod, president, board of trustees of the Association for Children of New Jersey, an independent statewide nonprofit organization which started in 1847 in Newark as the Newark Orphan Asylum.

Dr. Kendell Sprott, associate medical director of Children's Hospital.

Thank you all for being here, your statements will be made part of the record.

I will call on Dr. Sprott first, I know you have an appointment and have to leave. Thank you all for being here and your wonderful patience.

Dr. SPROTT. I would like to thank Senator Harkin and Congressman Payne for allowing me to speak before you today.

I was first asked to appear before this subcommittee to talk about some of the health care problems I face as a pediatrician here working at Children's Hospital. I guess it started when I first started to teach and practice at Children's Hospital in 1977 as a resident. And things have changed dramatically over the course of time. Of what I see primarily is problems in the children that we treat are really problems of our larger society. I take care of the patients that have AIDS, that are abandoned, abused. And increasingly over the course of time, I have tried to figure out what some of the problems are and how to go about trying to change the problems that I face. Because it is only a little that you can do as a physician taking care of individual children. There needs to be changes in the system.

You mentioned earlier that we have our priorities mixed up. I think that as a whole we do, but certain people have their priorities set. And those priorities are to keep a certain number of people down and to allow other people to get richer.

When Congressman Payne talks about the amount of money spent on defense as opposed to the amount of money spent on human resources, the priorities of this administration and our Federal Government seem to be obvious.

When you look at Newark, we find that the majority of babies born in Newark are born to teenagers. The educational system that exists makes it almost impossible for those teenagers to remain in school and get an education. So what is happening is that the majority of children entering our school system are entering as offspring of parents who have been in an educational system that has failed them. One of the things you have heard over and over, the success stories of individuals that have come before you, is that there have been strong encouragement by their parents to participate in the educational system because that was thought to be the way to survive. What is happening now is that most of the children that are entering our school system in Newark have parents that feel that that educational system failed them. Therefore it is going to be almost impossible for them to encourage their children to participate in a system that they think does not work.

So throwing money at things and trying to make things better, I do not think is enough. What we need to do is rebuild the family structure. We have gone from two-parent homes to households headed by single females to households that have no adults. We see some of the mothers who are involved in crack cocaine, the children are raising themselves. You see them on the streets running wild at 10, 11 o'clock at night. And you are not going to get those children to participate in the educational system. Because there is no one there to encourage them.

Where Michael goes to school, that is a school of excellence. The principal there has encouraged the teachers to participate in mentoring those children, those children at that school do well.

That is an isolated circumstance. That is not the case at other schools.

When you look at child care, we are at a church that has a lovely child care facility, Head Start. This is not the typical Head Start program. Most of them are in older churches where the facilities are not so new but are substandard. And only one-half the children that are eligible to go to Head Start can participate. Those children that do not make it are out there, and they are going to be the statistics that we read about in terms of incarceration. The leading cause of death in the city of Newark in adolescent males that are black is homicide. This is something that continues. Nothing that we see as physicians is going to change that.

We need to redirect our efforts. Role models are around, some of the individuals that you saw here are role models. But we need to provide roles for individuals. That means providing jobs. When you allow the American capitalist, industrialist to farm out jobs to Mexico, South America where they can pay workers one-third or one-fifth of what they pay the workers here, those jobs evaporate. When plants close, people lose their jobs, their benefits. Increasing number of individuals are going to be without health care.

All of this goes to complicate a situation where people that do not have skills, do not have the education, cannot compete. And as Congressman Payne talked about, the goal 2000, everything is supposed to happen in 2000. Well, 2000 is only 8 years away. I can tell you, if things go the way they are, we are not going to have our students being able to compete by the year 2000. If you look at some of the other countries where infant mortality is better, a number of those countries send their high school graduates to our colleges to get educated.

Congressman Payne talked about NJIT, which is right here in Newark, where the majority of the people there are foreigners. They are not from our United States. And the majority there who are getting awards are foreigners. And they go back to their countries and take the knowledge that our educational system provided for them. And, yet, we cannot do it for our own.

I think decisions have been made about triage. In medicine we talk about triage, we only deal with those that are salvageable. I think from what our Government spends, a decision is made that we are going to triage and leave the poor and those that do not have a franchise, the children who, increasingly, become a more and more significant percentage of poverty, without hope.

So unless things or the priorities are changed dramatically, I think we are in for a long haul. It is not going to be very, very pleasant. When you look at kids who do not have any hope, they do not care what happens to them. They could not care less, because they do not have any future. They are going to live for today, and tomorrow is going to take care of itself. But unless things change dramatically, we are going to have a bleak future. Some people feel that we have already lost a generation, and the generation that follows that is not going to be any better. Thank you.

Senator HARKIN. Dr. Sprott, thank you again for a very powerful statement.

You are a pediatrician. You see all these kids, tell me in your own words, is there a benefit to maternal and child health care, WIC programs, immunization programs? Tell me in your own words, what kind of benefit is it or is that just throwing money at a problem?

Dr. SPROTT. I am on the WIC Advisory Council, and I served as medical consultant to Head Start. I was involved in Congressman Payne's task force on immunization. We have been applying for a grant to standardize immunization. I think all these things are important. The fact that only one-half or in some cases less than one-half of those that are eligible to participate in some of these programs are capable of it because there is not enough money is most unfortunate because these programs historically have worked. You know from your own experience that programs like immunizations save money in the long run. The big question is whether or not we spend the money now or we spend it later. And it seems as if the politician's answer is, since we do not have to spend now, we will let later take care of itself. These programs do work.

But not only do we need to have the programs that are designed to help with health, there is a study that was done recently that showed you could eliminate infant mortality disparity between blacks and whites by allowing for access. It was a study that looked at an Army base. Blacks and whites, both enlisted, even the captains and the colonels, officers, no difference between infant mortality. Why? Because they all have access.

So that if you can eliminate infant mortality that exists by allowing for access, then the Government needs to do something about improving access.

What has happened in this community is that very, very few doctors come to practice in Newark. Most of those that did establish practice in Newark either moved out or are slowly dying off. And what is left are clinics and hospitals that have to take up the slack. You need to provide health access for all individuals. You can prevent infant mortality by involving teenagers early enough in prenatal care. But they have to be able to get to the facilities and you need to have health care practitioners in the community to provide the service. If you do not, you are not going to have what is best.

Senator HARKIN. You say that the access to basic health care is just not too good in Newark?

Dr. SPROTT. I do not think it is good in any of the major urban areas. New Jersey is the second richest State in our country, with Connecticut being No. 1. Look at the infant mortality in Newark as opposed to a place like Short Hills. Very, very different.

I know that Congressman Payne has pushed for some form of universal health care. And I think it is going to come because more and more people are being pushed out of work. As the buzz word is "downsizing." Companies like IBM who talk about full employment, start to push out people who have been there for 15 years leaving them without health benefits. As it starts to affect more mainstream America, then I think there is going to be a consensus push to developing universal health care.

Senator HARKIN. We hope so. We hope so, right, Congressman Payne?

Mr. PAYNE. That is for sure.

Senator HARKIN. Any questions for Dr. Sprott? We will let him go and get back to his work.

Mr. PAYNE. Dr. Sprott is certainly a breath of fresh air. He has a health program on the radio station. The station was sold, I do not know about the program any longer.

Dr. SPROTT. I do not know either.

Mr. PAYNE. WNJR.

He is such a tremendous asset to our community, we need many more of him.

The whole question of immunization, maybe you will mention a few of the statistics and the problems we are finding when the youngsters are entering into school for the first time.

Dr. SPROTT. As we saw in the last 2 weeks, we set up a program that was financed by Prudential to do health screening and immunizations for the children that will be entering kindergarten. A number of the children did not have their shots. A number of them did.

If you look at the number that actually will be entering school, and it was my prediction when we held these meetings before, that most of those that we were going to see had their shots. Because those mothers and fathers who are interested enough to get their kids in when they are supposed to register—school does not start until September—are going to be those that are somewhat obsessive, compulsive. Those that have not come in are those that we need to be reaching. We need to know who they are and there are ways to do it. We have a bureau of vital statistics that tracks when kids are born, where they live. A lot of the children indeed will move around. But there needs to be a process that basically identifies kids and then tracks them, so that by the time they are supposed to get their immunizations at 2, 4, and 6 months, they get them. Rather than having them show up at school in 5 years with no shots. These are the kids that are going to be the problems. These are the kids that are going to be admitted to the hospital. They are going to have difficulty learning. They are going to have all the problems that result in them dropping out of school. It happens. Even if they participate in programs like Head Start. Dropout rates in Newark are 58 percent, unofficially.

Senator HARKIN. Dr. Sprott, I know you are way behind schedule. I sure do appreciate you coming here and thanks for your testimony. Please keep up your great work for this community.

STATEMENT OF PATRICIA BARRETT, KINDERGARTEN TEACHER, WESTFIELD, NJ

Senator HARKIN. Next, Patricia Barrett, thanks for being here and, please proceed.

Ms. BARRETT. I have entitled my testimony "Investing in Children, Head Start or No Start."

"When the student is ready the teacher appears." This a quote by an unknown author.

I began my teaching career as a kindergarten teacher at Morton Street School in the city of Newark, NJ, in 1949. My first classes consisted of 36 5 year olds in the morning and 36 4 year olds in the afternoon.

Some 15 children had attended the Friendly Fuld Neighborhood House nursery school and they were well prepared for kindergarten; 57 children had no start. For the most part, too many of them were very fearful, timid, hungry, poorly clothed. Some cried for weeks and most lived in dilapidated cold water flats with outdoor toilets. Children were always moving in and out.

The 57 children were not ready for school. Many did not know their proper names, let alone their addresses. Most of the children did not have books in their homes nor had ever heard a favorite children story. The children were very well-behaved though. This helped greatly because my classroom had wall-to-wall tables and chairs. Wooden chest of blocks, ancient doll corner equipment and no piano. I later gave a rummage sale and bought an old piano from a retired doctor.

In the 1950's, New Jersey mandated kindergarten classes could not have more than 25 pupils in the class. We in Newark dropped the 4 year olds that had stayed in kindergarten for 2 years. So, therefore, we had a preschool program. From then on all children lost out.

In 1964, the Newark Board of Education opened the first summer Head Start program, and it was great. The classes were small, 15 children with an aide and volunteers to help children adjust to the school situation. The teachers were able to meet the needs of every child without pressure. The centers were given lots of much-needed equipment. The 4 year olds were able to engage in lots of hands-on activities, such as water play, the sandbox, blocks, painting, cutting, pasting, listening to stories, learning finger painting, nursery rhymes, and poetry. There was good food served family style and trips to zoos, parks and museums. The results were very positive. The children entering kindergarten that fall were much better prepared.

In the years that followed, many children began attending a full year Head Start program, prior to kindergarten. Today most of the children entering public schools have had some preschool experiences. A teacher can tell because the children know what is expected of them in group settings, such as listening, taking turns, speaking, and sharing. The children are also friendly, cooperative and ready to learn. They are open to suggestions and able to stick to the task. They know their proper names, addresses, colors, shapes, some alphabet letters, and numbers.

Parents who are required to participate in the program have learned along with their children. They have set higher goals for their children and themselves. Some continued to volunteer in kindergarten classrooms. Many return to school to finish and/or further their formal education.

I have conducted workshops for Head Start teachers, taught Head Start classes and worked as a Head Start teacher for 10 units at Morton Street School for 2 years, for 2 summers.

In 1968, Follow-Through came into operation. This program followed the Head Start children through to the third grade. It was proposed because the curriculum had to be upgraded and teachers needed to learn new teaching strategies to cope with better-prepared students. Parents of children in the program became aides; 22 of them went back to school and graduated from college and are now teaching throughout the city of Newark. All moved out of their old school neighborhood and many bought their own homes.

Our Follow-Through Program was sponsored by the University of Arizona. After training at the University of Arizona, I became a program assistant training teachers, aides, parents and administrators in the Tucson Early Education Model.

In TEEM, every kindergarten class had 20 children, a teacher and aide. Grades 1 through 3 had 25 to 30 children, a teacher and two aides. Four program assistants worked with teachers and we were like mentors at the different levels: Modelling teaching strategies, presenting new ideas, observing and assessing the learning environment.

When the cutbacks began in the 1970's, our program was reduced each year until we did not have enough funds to keep the program. Each year our necessary personnel were dropped, namely our social worker, nurse, community aides, speech therapist, and psychologist, one by one.

In September 1981, I went back to teaching kindergarten, half-day classes with 25 pupils per class.

Finally by 1985, I was able to convince our present superintendent to establish an all-day kindergarten in Newark. I was included in the committee formed to write the curriculum. That September, 11 classes were set up in 11 schools. Morton Street School was one of them. At present there are over 70 all-day kindergarten classes throughout the system. A drop in the bucket.

In 1990 the first of the crack babies began entering public schools. Last year 15 out of my 20 children exhibited characteristics of children prenatally exposed to drugs. These characteristics include hyperactivity, unpredictable extremes of behavior, poor impulse control, poor social and play skills, lack of self-initiation and poor organizational skills.

On May 21 and 22 of this year, 1992, the New Jersey Department of Education, Division of Special Education Preschool Project funded by Federal preschool had a statewide conference. And it was entitled "Preschool Children Born Under the Influence of Cocaine, Educators Can Cope."

This year, 1991–92, I was asked to design and develop the nongraded program in the primary unit in cluster schools. A handbook for teachers has been completed and is ready for printing. Classrooms in the nongraded program should be composed of no more than 18 children per classroom, K to 3. In age groups of 4, 5, 6; 5, 6, 7; and 6, 7, 8, with a teacher and full-time aide. This setup provides for individual pacing of students, continuous learning, peer tutoring, cooperative learning, flexible scheduling, open curriculum, team teaching, vertical growth, reduced retention and the gift of time. It also promotes prosocial behaviors and vertical growth.

Funds are needed to fully implement this program. We do not have money to pay for aides in all the classrooms. A special service staff, health professional, preservice, in-service and daily planning time for aides and teachers.

PREPARED STATEMENT

In conclusion, all children need a Head Start, especially those living in blighted urban areas. Most of our children are coming from areas where they are at risk from cocaine users and parents who may be HIV positive. In the last year, five parents of children in my classes have died from AIDS. A sick drug mother and an absent father cannot prepare their child for school. We must save the children. We must prepare them for a better life. Without a good Head Start there is no start. Head Start and programs that follow children through to the third grade, give children the foundation they need to go on and build their lives.

[The statement follows:]

STATEMENT OF PATRICIA BARRETT

"WHEN THE STUDENT IS READY, THE TEACHER APPEARS."—AUTHOR UNKNOWN

I began my teaching career as a kindergarten teacher at the Morton Street School in the city of Newark, New Jersey in 1949.

My first classes consisted of 36 five-year olds in the morning and 36 four-year olds in the afternoon. Fifteen A.M. children had attended the Friendly Fuld Neighborhood House nursery school, and were well prepared for kindergarten. Fifty-seven children had No Start. For the most part, too many were very fearful, timid, hungry and poorly clothed. Some cried for weeks. Most lived in dilapidated cold water flats with outdoor toilets.

The fifty-seven were not ready for school. Many did not know their proper names, let alone their addresses. Most of the children did not have books in their homes or had ever heard the favorite children's stories. The children were very well behaved. This helped greatly because my classroom had wall to wall tables and chairs, a wooden chest of blocks, ancient doll corner equipment, and no piano. I later gave a rummage sale and bought an old piano from a retired doctor.

In the fifties, New Jersey mandated that kindergarten classes could have no more than 25 pupils per class. We, in Newark, dropped the four-year olds, who had stayed in kindergarten for two years before being promoted to first grade. From then on all children lost out.

In 1964 the Newark Board of Education opened the first summer Head Start Program. It was great! The classes were small, 15 children with an aide and volunteers to help the children adjust to the school situation. The teachers were able to meet the needs of every child without pressure. The centers were given lots of much needed equipment. The four-year olds were able to engage in lots of hands on activities, such as: water play, the sand box, blocks, painting, cutting, pasting, listening to stories, learning finger plays, nursery rhymes and poetry. There was good food served family style and trips to zoos, parks, and museums. The results were very positive. The children entering kindergarten that fall were much better prepared.

In the years that followed, many children began attending a full year Head Start program prior to kindergarten. Today, most of the children entering public schools have had some preschool experiences. A teacher can tell because the children know what is expected of them in group settings such as listening, taking turns, speaking and sharing.

The children are also friendly, cooperative, and ready to learn. They are open to suggestions and able to stick to the task. They know their proper names, addresses, colors, shapes, some alphabet letters and numbers.

Parents who are required to participate in the program have learned along with their children. They have set higher goals for their children and themselves. Some continue to volunteer in kindergarten classrooms. Many returned to school to finish and or further their formal education.

I have conducted workshops for Head Start teachers, taught Head Start classes and worked as the Head Teacher for ten units at Morton Street School.

In 1958 Follow Through came into operation. This program followed the Head Start children through to the third grade. It was proposed because the curriculum had to be upgraded and teachers needed to learn new teaching strategies to cope with better prepared students.

Parents of the children in the program became aides. Twenty-two of them went back to school, graduated from college, and are now teaching throughout the city of Newark. All moved out of our school neighborhood and many bought their own homes.

Our F.T. program was sponsored by the University of Arizona. After training at UA, I became a Program Assistant training teachers, aides, parents, and administrators in the Tucson Early Education Model (TEEM).

BEST COPY AVAILABLE

In TEEM, every kindergarten class had 20 children, a teacher, and an aide. Grades one to three had 25–30 children, a teacher, and two aides. Four Program Assistants worked with teachers at the different levels: modelling teaching strategies, presenting new ideas, observing and assessing the learning environment.

When the cut-backs began in the seventies, our program was reduced each year until we did not have enough funds to keep the program. Each year our necessary personnel were dropped namely; the Social Worker, nurse, community aides, speech specialist, and psychologist, one by one.

In September 1981 I went back to teaching kindergarten half-day classes with 25 pupils per class. Finally by 1985 I was able to convince the present superintendent to establish All-Day kindergartens in Newark. I was included in the committee formed to write the curriculum. That September eleven classes were set up in eleven schools, Morton Street School was one them. At present there are over seventy All-Day classes throughout the system, a drop in the bucket.

In 1990, the first of the Crack babies began entering public school. Last year 15 out of my 20 children exhibited characteristics of children prenatally exposed to drugs. These characteristics include hyperactivity, unpredictable extremes of behavior, poor impulse control, poor social and play skills, lack of self-initiation and poor organizational skills. On May 21 and 22, 1992 the N.J. Department of Education, Division of Special Education Preschool Grant Project funded by Federal Preschool Part B Funds (Public Law 102–119, section 619) presents a statewide conference on Preschool Children born Under the Influence of Cocaine: Educators Can Cope. This conference will be held at the Hyatt Regency New Brunswick, Two Albany Street, New Brunswick, New Jersey 08901. At least two of our teachers will attend.

This year, 1991–92 I was asked to design and develop the Non-Graded Program in the Primary Unit in the Cluster Schools. A Handbook For Teachers has been completed and is ready for printing.

Classrooms in the Non-Graded Program should be composed of no more than 18 children per class, K–3rd grade, in age groups of 4–5–6, 5–6–7, and 6–7–8, with a teacher and full time aide.

This set-up provides opportunities for: individual pacing of students, continuous learning, peer tutoring, cooperative learning, flexible scheduling, open curriculum, team teaching, vertical growth, reduced retention and the gift of time. It also promotes pro-social behaviors and vertical growth.

Funds are needed to fully implement this program. We do not have money to pay for: aides in all classrooms, a special service staff, health professionals, pre-service, in-service, and daily planning time for aides and teachers.

SUMMARY

All children need a Head Start, especially those living in blighted urban areas.

Most of our children are coming from an area where they are at risk from cocaine users and parents who may be HIV positive. In the last three years, five parents of children in my classes have died from AIDS.

A sick drugged mother and an absent father cannot prepare their child for school. We must save the children. We must prepare them for a better life. Without a good Head Start there is No Start. Head Start and programs that follow children through to the third grade give children the foundation they need on which to build their lives.

BIOGRAPHY OF PATRICIA BARRETT

Mrs. Patricia Barrett: A parent; kindergarten teacher; Head Start teacher; head teacher for Heart Start; teacher trainer for Head Start, Newark Follow Through; and tester, writer, researcher for the Non-Graded Primary Unit in the Cluster Program, Newark N.J.

Mrs. Barrett has a B.S. in Education from Kean College, a M.A. from Seton Hall and post graduate credits from the University of Arizona.

Mrs. Barrett lives in Westfield, N.J., and will be retiring July 1, 1992 after 43 years of teaching.

Senator HARKIN. Mrs. Barrett, I thank you very much. Excellent statement. And thank you for your lifetime of dedication, it is wonderful.

BEST COPY AVAILABLE

STATEMENT OF MARGARET H. McLEOD, PRESIDENT, ASSOCIATION FOR CHILDREN OF NEW JERSEY [ACNJ]

Senator HARKIN. Margaret McLeod, president of the Association for Children in New Jersey. Your statement will be made part of the record. If you summarize, I would appreciate it.

Ms. McLEOD. As President of the Association of the Children of New Jersey, I am honored to have been asked to share some of our views on the critical need to invest in children. Appropriately, ACNJ is one of the forefounding organizations of a business-led coalition that bears that very name—Invest in Children. Our coalition is convinced that this Nation has already devised strategies that have produced outstanding positive changes in children's lives as well as substantial cost savings. A marked increase in these investments, notably the Head Start and WIC programs is more than justified. But we have yet to summon the political will and the common sense to dedicate our resources to those efforts.

I would just like to highlight some of the most pressing needs faced by Newark's children and suggest some ways to extend the reach of the programs that will address these needs. The themes I will emphasize are fundamental: That early intervention is the best prevention strategy, and we must build the capacity of the system to offer these services more widely.

That we need to embrace the concept of coordinating benefits and services, making this a policy priority, and we must promote effective community-based outreach with special efforts to engage isolated members of the community.

ACNJ has documented children's needs through extensive research and most recently through involvement in the Kids Count Project, funded by the Annie E. Casey Foundation. This initiative has enabled us in collaboration with other private and public entities to define the most critical indicators of child well-being and track them over time.

In Newark children's circumstances are especially severe. For example, over one-third of all children live in poverty and close to 40 percent of children under the age of 5 are poor. More than 41,000 children live in families that receive AFDC, at a grant level that provides less than one-half of what it really costs to live in this State. Close to 45,000 Newark children receive food stamp benefits which provide only about 70 cents per day, not enough to obtain a nutritious diet.

It is hard to grasp what these numbers mean to a young life until you have had the opportunity as I have had, to observe preschoolers at play. As any child development expert will tell you, a child's dramatic play reflects his perception of the world. In the housekeeping area, for example, of a typical preschool classroom, I have seen a child in the role of a mother play at picking up her check. Many of the children that live in public housing know you go into that mailroom and that is where you pick up your check. I have seen a little girl clutching a doll and speaking into a plastic phone ask over and over again, the baby has a cold, will you take my baby? Highlighting some of Dr. Sprott's needs for the lack of pediatric care. And I have seen a 4-year-old pantomime putting a container of milk in the toilet tank to keep it cool. On a visit to a homeless shelter, we were able to confront a mother with several children living in the shelter and wondered how she was able to feed her children. She took us into the bathroom and removed the top of the toilet tank because the water was cool, and this is where she kept milk and mayonnaise so she was able to feed those children. Sounds strange? Well, that is what mothers have to do in those hotels. Can a child learn to play house if she did not have a home? The health indicators bear out some of the most serious consequences of poverty, hunger, and homelessness. In New Jersey as a whole 6.8 percent of babies are born at low birthweight, but in Newark it is 12.9 percent. The State's infant mortality rate is 9.3 per 1,000 births but unfortunately in Newark it is 19.4 babies of every 1,000 that die before their first birthday. This has real significance for me as a grandmother. Over 26,000 of the city's children are at risk for lead poisoning and 10 to 20 percent of those children can be expected to suffer debilitating irreversible effects of lead exposure. A significant number of children lack proper protection from childhood diseases which we had once thought would have been eradicated. In 1990, 14 cases of measles were reported in the city. And in 1991 the measles outbreak hit, and 372 cases were reported.

What is most compelling about the health problems is that they are preventable through pretty ordinary means, adequate food, safe housing, routine well-child care it makes infinitely more sense to pay now to safeguard children, than to pay later—three, four times the price—for neonatal intensive care. Treatment for developmental delays and remedial education. Not to mention the incredible social costs of dependence, frustration, and alienation.

The findings on early intervention programs like Head Start and WIC have proved the cost savings in study after study, including the GAO report released by you, Senator Harkin, just 2 weeks ago.

Yet in Newark the level of Federal funding enables less than 40 percent of Head Start eligible children to participate. In Newark the WIC program now serves only 59 percent of those eligible, and even a smaller proportion when only pregnant women are considered.

The availability of these programs must be expanded. And to preserve the high quality service that ensures their success, we need to shore up the program infrastructure so that the services are delivered in appropriate facilities by staff qualified and prepared to meet enormous challenges.

To do the most good we need to take early intervention seriously. Bring women into WIC as early in pregnancy as possible. As a part of Head Start expansion, consider the development of more parent-child centers that serve infants and toddlers along with their parents.

And we cannot forget about many low-income children who may not qualify for Head Start or may require full-day child care because one or both parents are working. These children are just as vulnerable to illness that compromise the ability to grow and learn. But their access to services may be even more limited.

One gap in service has emerged as a result of the recent expansion of Medicaid eligibility which ACNJ, along with others, worked hard to implement here in New Jersey. Now, virtually all Head Start children and their siblings under age 6 can enroll in Medicaid, but many families remain unaware of their eligibility or face other difficulties in applying.

Just as the law now requires out-stationing Medicaid workers in community health centers, extending this service to preschool programs serving low-income children will reach a large pool of families more efficiently. Children in programs like Head Start can also benefit since discretionary dollars used to pay for health services can be freed to cover other needs or reach additional children.

We need to build on the strengths of Head Start and WIC and apply these lessons to other initiatives that target young children. These programs are magnets for other services and that is one reason why they work so well. A child entering a WIC clinic, for example, is more likely to receive immunization and lead screening than any other children because the program is concerned with comprehensive services.

We applaud Congress for requiring WIC and Medicaid to coordinate the application process improving access to coverage for many families. This is an important first step, and similar techniques should be applied to the full range of programs serving children. Efforts are underway here in Newark to go even further in coordinating services by locating them under one roof. The Essex County Department of Citizen Services recently placed the EPSDT program in one of its welfare offices. The Prudential Foundation has helped to link a community health center with Head Start to deliver pediatric services onsite. We believe these initiatives will benefit families by removing barriers of time, distance, travel cost and lost wages, and will improve our record of achieving the positive health outcomes we strive for.

We hope you will look carefully at projects like these and find ways to institutionalize their innovation. Special emphasis must be placed on the need for creative outreach. When policy development and program design are too far removed from the realities of the settings where the services are delivered, people can get lost. Effective outreach can pick up on the subtle needs and fears of the neediest most alienated people and ensure they are not left behind. This is probably the most difficult job of all since it depends on enormous energy and an unwavering personal commitment.

Again, Head Start owes a large measure of its success to its vibrant parent involvement component that is an integral part of every aspect of the program. There is much to learn from the door-to-door, person-to-person recruitment tradition of Head Start. When families coming into Head Start find their neighbors employed by the program and engaged in every level of the program's operation, it inspires confidence and a sense of ownership. This ensures a program will be nurtured along with the families it serves.

ACNJ has been involved in a number of successful outreach efforts funded with private resources, and we have described some of them in the attachment, working through trusted community organizations, these efforts help link individuals with Government services that they might have otherwise been reluctant to access. The value of these types of outreach strategies should be recognized and supported.

PREPARED STATEMENT

Finally, as you make critical decisions about the best investment in young lives, remember the children at play I described earlier: If we ensure families the means to obtain basic needs for their children, if we make the connection between good health and the capacity to learn, if we protect children as early as possible, even before birth, from the damaging toll of hunger and disease, if we are truly committed to valuing children as whole human beings whose needs cannot be fragmented for the sake of working within an agency's narrow perimeters, then surely we can change the nature of the game.

[The statement follows:]

STATEMENT OF MARGARET H. MCLEOD

Good morning, Senator Harkin, Senator Lautenberg, my name is Margaret McLeod. I am President of the Board of Trustees of the Association for Children of New Jersey, the major independent child advocacy organization in the state. Our board, staff and members work on a host of issues affecting children and their families including child welfare, child care, child health and education. We work with legislators, government agencies, service providers, the business community and individual citizens to ensure that the needs of New Jersey's children are a priority.

I'm honored to have been asked to share our views on the critical need to invest in children. Appropriately, ACNJ is one of four founding organizations of a business-led coalition that bears that very name—Invest In Children. Our coalition is convinced that this nation has already devised strategies that produce outstanding positive changes in children's lives, as well as substantial cost-savings. A marked increase in these investments—notably, the Head Start and WIC Programs—is more than justified. But, we have yet to summon the political will—and the common sense—to dedicate our resources to those efforts.

Today I'd like to highlight some of the most pressing needs faced by Newark's children and suggest some ways to extend the reach of programs that address these needs. The themes I'll emphasize are fundamental: that early intervention is the best prevention strategy, and we must build the capacity of the system to offer these services more widely; that we need to embrace the concept of coordinating benefits and services, making this a policy priority; and that we must promote effective, community-based outreach, with special efforts to engage isolated members of the community.

PRESSING NEEDS

ACNJ has documented children's needs through extensive research and, most recently, through our involvement in the Kids Count Project, funded by the Annie E. Casey Foundation. This initiative has enabled us, in collaboration with other private and public entities, to define the most critical indicators of child well-being and track them over time.

In Newark, children's circumstances are especially severe. For example: Over one-third of all children live in poverty, and close to 40 percent of children under age 5 are poor; more than 41,000 children live in families that receive AFDC, at a grant level that provides less than half of what it really costs to live in this state; and close to 45,000 Newark children receive food stamp benefits, which provide only about 70 cents per day, not enough to obtain a nutritious diet.

It's hard to grasp what these numbers mean to a young life until you've had the opportunity, as I've had, to observe preschoolers at play. As any child development expert will tell you, a child's dramatic play reflects his perception of the world.

In the "housekeeping area" of a typical preschool classroom: I've seen a child in the role of "mother" play at "picking up her check"; I've seen a little girl, clutching a doll and speaking into a plastic phone, ask over and over again, "The baby has a cold, will you take my baby?", and I've seen a four-year-old pantomime putting a container of milk in the toilet tank to keep it cool. Sound strange? Well that's what mothers have to do in the hotels. Can a child learn to play house if she hasn't got a home?

The health indicators bear out some of the most serious consequences of poverty, hunger and homelessness: In New Jersey as a whole, 6.8 percent of babies are born at low birth weight; but in Newark it's 12.9 percent; the state's infant mortality rate

BEST COPY AVAILABLE

is 9.3 per thousand births, but in Newark, 19.4 babies of every thousand die before their first birthday; over 26,000 of the city's children are at risk of lead poisoning, and 10 percent to 20 percent of those children can be expected to suffer the debilitating, irreversible effects of lead exposure; and a significant number of children lack proper protection from the childhood diseases which are thought to be eradicated. In 1990, 14 cases of measles were reported in the city; in 1991 the measles outbreak hit, and 372 cases were reported.

What's most compelling about these health problems is that they are preventable through pretty ordinary means—adequate food, safe housing, routine well-child care. It makes infinitely more sense to pay now to safeguard children, than to pay later—three, four times the price—for neonatal intensive care, treatment for developmental delays, and remedial education, not to mention the incredible social costs of dependence, frustration and alienation.

The findings on early intervention programs, like Head Start and WIC, have proved the cost-savings in study after study—including the GAO report released by you, Senator Harkin, just two weeks ago.

Yet, in Newark, the level of federal funding enables less than 40 percent of the Head Start eligible children to participate; the Newark WIC Program now serves only 59 percent of those eligible and an even smaller proportion when only pregnant women are considered.

BUILD THE CAPACITY OF THE SYSTEM

The availability of these programs must be expanded. And, to preserve the high quality service that ensures their success, we need to shore up the program infrastructure, so that services are delivered in appropriate facilities by staff qualified and prepared to meet enormous challenges.

To do the most good, we need to take early intervention seriously. Bring women into WIC as early in pregnancy as possible. As part of Head Start expansion, consider the development of more Parent-Child Centers that serve infants and toddlers along with their parents.

And, we can't forget about the many low-income children who may not qualify for Head Start or may require full day child care because one or both parents are working. These children are just as vulnerable to the illnesses that compromise the ability to grow and learn, but their access to services may be even more limited.

One gap in service has emerged as a result of the recent expansion of Medicaid eligibility which ACNJ, along with others, worked hard to implement here in New Jersey. Now, virtually all Head Start children and their siblings under age 6 can enroll in Medicaid, but many families remain unaware of their eligibility or face other difficulties in applying.

Just as the law now requires out-stationing Medicaid workers in Community Health Centers, extending this service to preschool programs serving low-income children will reach a large pool of families most efficiently. Children will benefit and programs like Head Start can also benefit, since discretionary dollars used to pay for health services can be freed to cover other needs or reach additional children.

COORDINATE BENEFITS AND SERVICES

We need to build on the strengths of Head Start and WIC, and apply these lessons to other initiatives that target young children. These programs are magnets for other services and that's one reason they work so well. A child entering a WIC clinic, for example, is more likely to receive immunization and lead screening than other children, because the program is concerned with comprehensive services.

We applaud Congress for requiring WIC and Medicaid to coordinate the application process, improving access to coverage for many families. This is an important first step and similar techniques should be applied to the full range of programs serving children.

Efforts are underway here in Newark to go even further in coordinating services by locating them under one roof. The Essex County Department of Citizen Services recently placed the EPSDT Program (Early Periodic Screening, Diagnosis and Treatment) in one of its welfare offices. The Prudential Foundation has helped link a Community Health Center with Head Start to deliver pediatric services on site.

We believe these initiatives will benefit families by removing barriers of time, distance, travel cost, and lost wages, and will improve our record of achieving the positive health outcomes we strive for. We hope you will look carefully at projects like these and find ways to institutionalize their innovations.

BEST COPY AVAILABLE

OUTREACH SHOULD BE COMMUNITY-BASED

Special emphasis must be placed on the need for creative outreach. When policy development and program design are too far removed from the realities of the setting where the services are delivered, people can get lost. Effective outreach can pick up on the subtle needs and fears of the neediest, most alienated people and ensure they are not left behind. This is probably the most difficult job of all since it depends on enormous energy and unwavering personal commitment.

Again, Head Start owes a large measure of its success to the vibrant parent involvement component that is an integral part of every aspect of the program. There is much to learn from the door-to-door, person-to-person recruitment tradition of Head Start. When families coming into Head Start find their neighbors employed by the program and engaged in every level of the program's operation, it inspires confidence and a sense of ownership. This ensures a program will be nurtured along with the families it serves.

ACNJ has been involved in a number of successful outreach efforts, funded with private resources. (They are described in an attachment to this statement.) Working through trusted community organizations, these efforts helped link individuals with government services that they might have otherwise been reluctant to access. The value of these types of outreach strategies should be recognized and supported.

CONCLUSION

Finally, as you make critical decisions about the best investments in young lives, remember the children at play I described earlier. If we ensure families the means to obtain basic needs for their children; if we make the connection between good health and the capacity to learn; if we protect children as early as possible—even before birth—from the damaging toll of hunger and disease; and if we are truly committed to valuing children as whole human beings whose needs cannot be fragmented for the sake of working within an agency's narrow parameters, then surely, we can change the nature of the game.

ACNJ HAS RECENTLY BEEN INVOLVED IN SUCCESSFUL OUTREACH EFFORTS

1. Through the Invest In Children WIC Quality Enhancement Program, supported by The Prudential Foundation, ACNJ helped the WIC Program in neighboring Hudson County attract and enroll pregnant women into the program in the early stages of pregnancy. The WIC staff was concerned that the program was serving less than 30 percent of the estimated eligible pregnant women in its service area; many of these women, especially the working poor and teenagers, did not enter the program until the second or third trimester.

The mini-grant enabled this program to offer and promote free pregnancy tests, a service not readily available in the county, thereby encouraging the earliest possible interaction with the WIC Program. The nurse employed to administer the tests also worked at the adjacent prenatal clinic where slots were held for women with positive tests.

Of the first 449 women tested, 249 were pregnant. Of these, 63 percent were immediately enrolled in WIC and were referred to free or affordable health care; 21 percent were referred to other WIC Programs, went to private physicians, or refused WIC services. Almost all of those enrolled through this outreach effort were in the second month of pregnancy.

The free pregnancy tests were publicized through outreach workers' visits to high schools and to women giving birth at local hospitals. The popularity of the service grew as information spread by word of mouth "advertising". The program began operating 1½ days per week and an additional day was added to meet the demand.

2. To bring tangible assistance to low-income working families, ACNJ conducted an Earned Income Credit campaign this tax season. Through our network of community groups we disseminated information and worked with others to sponsor workshops in child care centers and other appropriate places.

The most important aspect of the campaign was a statewide toll-free number established specifically to give individuals information on the Earned Income Credit. (This filled an important niche since the IRS telephone service responds to all tax questions, requires a touchtone phone, and often is overloaded, resulting in long waiting periods.) Eligible callers were mailed the proper tax forms and advised where they could go to receive free help in filing their tax forms.

In just two months, the Earned Income Credit hotline logged over 10,300 calls and assisted close to 60 percent of these callers to get the most out of their paychecks.

This effort was supported by The Prudential Foundation and Public Service Electric & Gas.

AT-RISK IN NEWARK, NJ—A STATISTICAL PROFILE

Poverty in Newark	Total in Newark	Number in poverty	Percentage
Children under 18	75,630	28,121	37.2 [1] 11 [2] 21.9
Children 5–17	54,586	19,945	36.5 [1] 10.8 [2] 21.6
Children under 5	21,044	8,176	38.9 [1] 11.7 [2] 22.6
All persons	268,455	70,702	26.3 [1] 7.6 [2] 14.3
All families	63,316	14,453	22.8 [1] 5.6 [2] 11.8
Female headed families	25,899	10,727	41.4 [1] 20.6 [2] 29.2

[1] New Jersey
[2] Essex County

OTHER RISK FACTORS

	Newark	Essex County	New Jersey
Infant mortality rate, 1989 (per 1,000)	19.4	14.8	9.3
Low birth weight, 1988 (percent of all newborns under 2,500 grams)	12.9	10.4	6.8
Births to girls, 1989 (per 1,000 girls ages 15–19)	132	78	43
Substantiated child abuse cases, 1990	2,860	4,212	([1])
High school proficiency test failure rate, 1990–91 (percent of all ninth graders)	60	33	([1])

[1] NA

PROGRAM PARTICIPATION (NEWARK)

Lead Screening (reported to the state in 1991): 26,462 children under age 6 are at risk of lead poisoning; 10 to 20 percent are anticipated to suffer the adverse effects of lead exposure; 6,800 of these children (25 percent) were screened; and 970 children are currently being followed.

AFDC Participation (Nov. 1991): 41,649 children under 18 receive AFDC.

Food Stamp Program Participation (Nov. 1991): 44,723 children under 18 received food stamp benefits.

Overall, food stamp program participation in the county increased 21.8 percent over the previous 12 months. Further increases were expected due to the deepening recession and the fact that mandatory monthly reporting, a major barrier to participation, was removed.

Out-of-Home Placement (as of April 1992): Children in foster care: 679; children in residential placements: 81; and children in group homes: 38.

Head Start: Approximately 6,000 preschoolers in Newark are eligible for the Head Start Program. Currently, 2,300 are enrolled (38 percent). All Head Start grantees report waiting lists.

WIC PROGRAM PARTICIPATION

	Estimated eligible population	Participation	Estimated eligible (percent)
Pregnant women	3,300	1,900	57.1

WIC PROGRAM PARTICIPATION—Continued

	Estimated eligible population	Participation	Estimated eligible (percent)
Post partum women	2,282	1,122	49.2
Total women	5,612	3,022	54
Infants	4,385	4,094	93.4
Children	16,879	8,786	52.1
Total	26,876	15,910	59.2

Senator HARKIN. Thank you very much. Thank you for the statement of what you are doing here on the outreach efforts, also. I appreciate that.

I guess if I were just to say the one central theme it seems to me of your statement is what a lot of us call the one-stop shopping. We have to coordinate and pull these things together. We are too fragmented.

Ms. MCLEOD. Absolutely.

Senator HARKIN. And perhaps as an adjunct to that, or second only to that, is the need to go out and reach out to people and get them in.

I think not too many people realize how frustrating it is for people to go through some of these systems in terms of paperwork, bureaucracy, fragmentation. Somehow we have to pull this together with some type of coordinated fashion.

Were you here earlier when Mr. Winters, the CEO, was testifying?

Ms. MCLEOD. Yes.

Senator HARKIN. He talked about getting a grant together with the mayor to do something like that here as a pilot program, I think he had something like this in mind.

Ms. MCLEOD. Yes; and he has been most helpful in our whole investment in children project at ACNJ.

The corporate bodies in the city are really showing a commitment to working effectively with the dollars to back it up to help effect some change, and we are very grateful for that.

Senator HARKIN. One other thing I want to ask both of you, especially you, Patricia Barrett, on Head Start. Sometimes we have these debates in Washington, a sort of debate on whether the glass is one-half full or one-half empty. The Head Start law, as you pointed out, involves 3, 4, and 5 year olds, plus the Follow-Through Program. The follow through was added later on.

Ms. BARRETT. Added later on; yes, we started out with the 4 year olds. And now it is going back down to the 3 year olds. Because we find that many children who come in at 4 are—their maturity is like a 3-year-old or a 2-year-old, especially if they have had no mother teaching, you know. The mother is the first teacher. But if she is not teaching anything, they come in like a 2- or 3-year-old.

Senator HARKIN. How important is it to reach out to 3 year olds or should we just be satisfied with 4 year olds?

Ms. MCLEOD. I hope we are going to reach even below that. You have heard a good deal of testimony today with very young parents having children, I think the health problems that we find even at

3, a lot of them could have been eliminated if we engaged those very young parents immediately after birth.

I think that the fear that we all have, and we cannot put our heads in the sand on this, is with the increase in drug abuse. These are people who are also having very young children. And the very earliest state that we can begin to check these babies and work with them, it is going to be more cost effective, and I know that is what Washington likes to hear. But it is going to also help teach those parents preventive ways of taking care of their children's health.

Ms. BARRETT. May I add to that? My son is graduating from Albert Einstein College of Medicine on June 3 and he is going into obstetrics and will be doing his residency at UMDNJ, in Newark. But in the Bronx where he delivered a lot of babies, most of those babies were born drug addicted because they had no prenatal care. They only saw the mother's the day of the delivery. So, therefore, it goes way back to the prenatal care. If we could teach the girls who are pregnant proper care for themselves and their unborn babies——

Ms. MCLEOD. Absolutely.

Ms. BARRETT [continuing]. We can eliminate a lot of the health problems that we see when the child is born.

Senator HARKIN. Perhaps not only teach but give then incentives, proper health care, proper nutrition.

Ms. BARRETT. Yes; they need care, they need understanding. Some of them do not even know what happened to them, what it is all about. They do not know what it means.

Senator HARKIN. The reason I said about the glass one-half full, one-half empty, I have been having an ongoing argument with the administration on Head Start, being funded through this subcommittee.

This year there has been a big request for an increase in Head Start. But it is targeted only for serving 4 year olds. And I forget what the statistics are now, what percentage of 4 year olds are served—less than one-half. This will bring it over one-half. I keep saying, well, yes, that still means that less than 25 percent of all the kids are served. I keep arguing about this. Administration witnesses who have come before me say, well, they think it is more important to focus on the 4 year olds than anywhere else. I say, well, you know all the indications I receive from all the witnesses who have ever testified before this subcommittee are just the opposite. You have to get down younger.

Ms. BARRETT. By 4 it is almost too late for some youngsters. You can see in the classroom when you receive them that they are dropping out. I have had children drop out in kindergarten. And I had to call their mothers every day to say he is not in school and he is somewhere.

Senator HARKIN. Congressman Payne.

Mr. PAYNE. I would just like to commend both of you for your work and, really, I too, feel that Head Start needs to start at an earlier age.

We were talking the other day about the large number of single-parent households. But Dr. Sprott and I talked about what we called, the no-parent household. And these are a lot of—lot of youngsters are being looked after by their 9- and 10-year-old brothers and sisters, 8 or 9 years old, the parent is either substance abusing or not in place.

So there almost is now a new category of no parents in the house. That is very serious. And that is where we are finding so many of these young kids who we see out at night because there is no parent in the house at all.

And, so, I would also urge that we continue to push for full funding for 4 year olds, but also move down into the 3 year olds.

We even need to really expand the boarder baby programs with those youngsters who live in hospitals for months and months, sometimes years. We have started a volunteer program where we have people volunteering to go up and just hold the children and brush their hair or just cuddle them. Because the staffs are unable to do that and they just lie in a crib all day or a bassinet day in, day out without really being nurtured. I wonder what kind of a feeling would that young person have at the age of 7 or 8 without even being cuddled or held. So this is a serious situation. We have had some youngsters in the hospital in Washington for 3 years without being placed.

So these are certainly some of the problems we are facing.

And I would like to commend you for the outstanding work you are both doing.

Senator HARKIN. I want to join in that. Thank you, both, Mrs. McLeod, Mrs. Barrett. How many years?

Ms. BARRETT. Forty-three.

Senator HARKIN. Forty-three. You are really going to retire this June? I will bet not.

Mr. BARRETT. I am going to retire. But I am volunteering my service to Dr. Adilifu who is in charge of the nongraded program. And I am going to hopefully do some workshops for the teachers in that program, and I will be around.

Senator HARKIN. I am fascinated as I travel across America, and I found in my brief presidential race—we will not talk about that—how often I meet so many unsung heroes and heroines in our society. People like you who dedicated their lives to helping others. And who can point to the progeny, not just their own children, but so many others, the hand has guided them, put them on the right way, given them hope and encouragement. So many unsung heroes all over America, and you are certainly one of those.

Ms. BARRETT. There are certainly a lot out there.

Senator HARKIN. You are one of them. I just met another one today. And that is one of the things that keeps me going in my job.

Ms. BARRETT. I want to say, Michael and his sister were two of my students. I am proud of him and his sister and his mother.

Senator HARKIN. That is right, they were two of your students. And you are going to be even more proud of him.

Ms. MCLEOD. There is one request I would like to make: I have been sitting here almost getting tearful with Linda, who was someone who came into our Head Start Program, and is so bright. And there are others like her. And she was very sincere when she talked about mentoring. And I hope that in whatever way you can, Donald and I go back a very long way, we will continue to bring these young people forward.

I am upset that constantly all we see are negative images. She can do more talking to a group of young people, and I have witnessed that, and is willing. So I hope we are going to find ways to embrace these young people and use the strengths they benefited from.

Senator HARKIN. Absolutely.

I also want to thank Bishop Gilmore. Thank you very, very much for letting us have your church here for a brief while today. Thanks for your leadership in this community. I visited the Head Start facilities downstairs, and all I can say is I cannot think—I said it earlier, I do not think you were here—I cannot think of a better way of bringing the spiritual and physical together like you have done in this church.

STATEMENT OF BISHOP GILMORE, ST. JOHN UNIFIED FREEWILL BAPTIST CHURCH

Senator HARKIN. Let us all give Bishop Gilmore a hand.

Bishop GILMORE. I would like to add the fact that 30 years ago when my children were young, they used to have the keep-well stations. And they placed those in neighborhoods. So those mothers did not have to travel way across town to get some medical aid for their children. And all of their shots were given there, things of that nature. And when they did away with those—when you break away from the community, I think you are doing an injustice to the people.

And just like with preschool in the churches, I think the churches and the Government and the community, they have to make a marriage where you can work together. We are all responsible. We have all got a role to play. And we have space, so then we should invite those in that have programs to utilize our space to make this a better community. They can even do that with the health care. They can actually have something like a keep-well in the churches. And that way community people can use the facility that is familiar to them, they do not have to travel. Then the girl that gets pregnant—my daughter teaches at one of the high schools, and there is a girl in her school, University High, they go from 7 up to 12th grade, in grade. Seventh grader is pregnant. And that is sad. And, yet, will she get the medical aid? Will she get the attention that she needs to bring this child into the world? If there was a place in the community she could have confidence in, you know, all of this could work together.

But a lot of times they say separation of church and state. I am not saying the State should come in and tell us what to teach the people as far as religion. But a building could be utilized for so many other things that would enhance the whole community. And I think we have to sort of lose that church and state thing. Because our children are going down the drain.

So here is another means of getting them and bringing them in and working together. And I think the marriage should be made and we should utilize our building to the utmost. We are open 7 days a week here. We run drug programs, tutoring programs and whatever it takes to make this a vital community. And I think every church should be open in that respect. But a lot of times, they cannot do it because there is a cost factor. And maybe they cannot afford it. So even when you have a program, if they could put in a social worker, if there is a social worker up and down the community in the streets that people know there is somebody there they can talk to.

We depend a lot on volunteers, if the volunteers do not come, then we really do not have any help. But we have a minister, Reverend Westbrook, his job is just in the streets. He goes around the streets, in the high schools. He volunteers, he is a coach for wrestling. He takes the kids away to camp. Our building is open 6 nights a week when teenagers come in, they bring their homework, they receive counseling, they receive that support from the family and it does not cost them a dime. Somebody is here to be a big brother, a big sister, a mother, a father, whatever they need. And we just need more of this.

Senator HARKIN. This is a good example of what you call that marriage, church and state, put them together, could not be a better example than what you have right here.

While certainly we all believe in separation of church and state, there must come time when we recognize the two of them can work together to meet these human needs. Absolutely.

Bishop Gilmore, I think you had the last word and it was a good word. I appreciate it very much.

SUBCOMMITTEE RECESS

Thank you all for coming, I appreciate very much everyone being here. The subcommittee will stand in recess subject to the call of the Chair.

[Whereupon, at 2 p.m., Tuesday, May 26, the subcommittee was recessed, to reconvene subject to the call of the Chair.]

Material Submitted Subsequent to Conclusion of Hearing

[CLERK'S NOTE.—Additional material was received by the subcommittee subsequent to conclusion of the hearings. The statements will be inserted in the record at this point.]

STATEMENT OF AUDREY HARRIS, EXECUTIVE DIRECTOR, NEWARK PRE-SCHOOL COUNCIL, INC.

We of the Newark Pre-School Council family are happy and proud to welcome our distinguished United States Senators to one of the 65 Head Start Classes where we introduce Newark's three and four year olds to the world of learning.

In the two years the Head Start children are with us, they receive a basic introduction to what we hope will be successful learning careers. NPSC staff works with the parents as the first teachers of their children. During the time they are with us, we assess and address their health and nutritional needs. We believe that each child needs and is entitled to a healthy parent. We provide a gumut of family services. Our parents receive parenting and life skills and whatever further help they identify as needed for themselves and their families.

We try to provide open doors as well as a head start to our currently enrolled 2,000 young children and their families.

I am happy to present to each of you a copy of our most recent annual report, which will give you an overview of our citywide program.

I want to assure you, we all very much appreciate the funding you are now providing. Our plans for next year include the opening of a new modular unit to house three additional full-day programs, and complete renovation of a building which will house our family development activities. We will invite you back for the opening of these two facilities which you have made possible.

We urge you to consider full funding of this program to enable us to serve all eligible three and four year olds in a full-day program.

STATEMENT OF EUGENE C. CAMPBELL, EXECUTIVE SUPERINTENDENT, NEWARK BOARD OF EDUCATION, NEWARK, NJ

I appreciate having the opportunity to introduce testimony before the Senate Appropriations Committee hearing on "Investing in Children" that speaks to the need for policy coherence and fiscal support for programs seeking to give our children a quality start in their education.

Recent statistics point to the increasing numbers of eligible children and families who, in spite of increased federal aid, are still not able to benefit from services designed for child care and early childhood education. In almost all cases, the level of funding both on the state and federal levels is insufficient to meet the demands for services. A study conducted by the Children's Defense Fund across fifty states found, that in fiscal year 1990, state expenditure on child care ranged from $0.24 per child in Idaho to $152.04 per child in Massachusetts. A detailed budget item comparison of state investments in the same study revealed that in eleven states, expenditure on corrections and prisons was likely to be twenty-four times as much as on child care and early childhood programs, while in eleven other states, expenditures for higher education were likely to be one hundred times as much as on early childhood education.

Here in New Jersey, a report prepared by the New Jersey Child Care Advisory Council points to the glaring problems surrounding availability, affordability, and accessibility to quality child care resources especially among the poor. Even among those programs that have proven over time to be effective such as Head Start, there is strong evidence to suggest that these programs are unable to adequately meet the demands that are being placed on them. This crisis in services to children has been

BEST COPY AVAILABLE

exacerbated by the current economic problems in the country. A recent discussion in Education Week (Education Week, March 1992), noted that the economic downturn has enlarged the pool of children eligible for federally funded preschool programs.

These various reports clearly indicate that the President's goal that all children begin school ready to learn by the year 2000 may well not be realizable without a concerted effort and commitment on both the state and federal level to provide support for viable programs. At the same time however, this represents a critical juncture for policy makers to design and support programs which will articulate clearly, and synchronize the various reform efforts which are seeking to promulgate a platform to aid the development of all children.

It is quite clear as some writers have pointed out, that the same demographic, fiscal and economic forces that direct policy makers attention to such issues as child care and preschool education also impact significantly on our public educational institutions (Cohen, 1990). As such therefore, the development of preventative programs for our children cannot occur independently from, or in isolation to, or at the expense of some thought given to the public school systems' ability to support them. The isolationist and fragmentary tendency which has heretofore characterized policy decisions has led many advocates of early childhood education to call for a greater coordination of services among all those institutions to which the care and well being of our children are entrusted.

Within our own context in the Newark School District, we have found it necessary to redefine and reconceptualize our understanding of public education. This has steered us in the direction of providing services to students which fifteen years ago, would not have been considered as part of the normal purview of our school system. For example, in an attempt to stymie the drop-out rate among teen mothers we have opened two child care facilities in our high schools. Newark is not alone in this effort. A national study of child care facilities in 1990 indicated that there were over 5,469 public school programs with 354,966 child care slots. Recently, as part of our annual kindergarten registration process, we found it necessary to incorporate an immunization program. This was made possible by a grant from the Prudential Corporation, and the volunteer services of doctors from neighboring hospitals. This was a proactive move on our part in the wake of new state guidelines which changed the immunization requirements for entering kindergarteners. Recognizing that under the new guidelines many of our students would not have been eligible for kindergarten, and cognizant of the inability of community based health services to meet the demands on a timely basis, we felt it was important to provide families with the opportunity of having their children immunized at the same time as they registered for school.

As it is well known, the investment in preschool education yields significant returns to society. According to a publication stemming from a collaborative project between the Association for Children of New Jersey, Junior League of New Jersey and the Governor's Committee on Children's Services and Planning, for every one dollar spent on preschool education, more than 4 dollars are returned to society. The value of preschool education has not escaped us here in Newark, and we have sought through our pre-kindergarten program to offer the children of Newark a quality preschool program. Unfortunately, our ability to offer services that will touch a significant number of preschool aged children is severely constrained by fiscal limitations.

This is not a problem unique to Newark. Even through such federally funded programs as Chapter 1, which allows us to offer services to younger age children, only a minuscule percentage of children age 5 and below are recipients of aid. This inference is borne out by a national study of Chapter 1 services which found that in the 1988–1989 school, only about 6.5 percent of the 5 million students receiving Chapter 1 services were of kindergarten age, and 1.5 percent were in pre-kindergarten. While the new Even Start legislation has resulted in an improvement in these figures, it has still not made an appreciable dent in the number of younger aged students receiving services through Chapter 1. As the Chapter 1 program comes up for reauthorization in 1993, I am hoping that provisions will be made which will underscore the importance of early intervention.

I am also hoping that, as the Appropriations Committee considers funding for the various discretionary programs, it will strive to do so within a framework that will give coherence to all the various initiatives that are seeking to give our children a quality start in their education. As an educator, and one who is well aware of the expanding role of public education, and the promising potential that public education holds for all citizenry, I feel it incumbent to stress the importance of fiscal support on the federal level for programs within our school systems which will make realizable the president's goal that all children start school ready to learn. It is patently clear that, even without federal and state support, many public schools have found it prudent and necessary to provide the kinds of services that have been relegated to other community agencies. Through cogent policy and fiscal decisions it is quite possible to formalize what many school districts informally without legislative mandates have begun to do.

SOURCES

Association for Children of New Jersey. Abandoned Dreams: New Jersey's Children Crisis. 1985.

Cohen, D.L. "Demand for newly eligible families adds to wait for head start program." Education Week, March 25, 1992: p. 15.

Cohen, D.L. "Inadequate state funding seen impeding school readiness". Education Week, March 11, 1992: p. 13.

Cohen, D.L. "Demand threatens child-care quality, report says". Education Week, October 9, 1991: p. 27.

Cohen M. "Key issues confronting state policy makers". In R.F. Elmore, et. al. Restructuring Schools: The Next Generation of Educational Reform. Jossey-Bass Publishers 1990.

Miller, J.A. "Chapter 1: and educational reform". An Education Week Special Report, May 22, 1991.

The New Jersey Child Care Advisory Council. Child Care: Today's Challenge for Tomorrow. 1988.

STATEMENT OF MARY MATHIS-FORD, CHAIRMAN, BOARD OF CONCERNED CITIZENS OF THE UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY

Chairman Lautenberg, Chairman Harkin, members of the committee and fellow citizens, Good Morning! My name is Mary Mathis-Ford and I am Chairman of the Board of Concerned Citizens of the University of Medicine and Dentistry of New Jersey. Thank you for inviting me and allowing me the opportunity to present to you what is a very pressing problem in the inner cities of New Jersey.

First, let me extend my gratitude to the Federal Government for their sensitivity to the issues concerning our children, and for funding discretionary programs such as Head Start, child care, and many other such needed services. However, due to the social problems besetting our inner-cities, we now need to launch programs that commence at birth. We can no longer afford to wait for the children to reach the preschool years before beginning to cater to their basic needs. And by basic needs, I mean basic i.e. a home, a mother, a father, love, food, clothing, and of course, health care. Why do we need basic, routine services? We need them because at an alarming rate, our newborn babies now have no place to go. They are becoming Boarder Babies in hospitals where their mothers gave birth to them.

There are babies who are a bundle of joy for the parents and there are babies who are abandoned by the family due to homelessness, substance abuse or other social problems, when there is an allegation of child abuse or neglect, or when the baby is medically fragile and adequate home care is not available. Almost all of these babies are born drug-exposed. These children are placed in custody of the State Division of Youth and Family Services (DYFS), and remain in the hospital until DYFS investigates allegations of neglect or makes arrangements for appropriate placement of the children, either with biological or foster families. The placement process sometimes takes months, because the family is either not ready to take on the responsibility of the child or because of the difficulties in finding appropriate foster placement. Children who should be in a home environment during the most critical years of their emotional and physical development, end up as Boarder Babies in the hospital. Not only does this situation impede the growth process of the children, but occupying a bed also prevents the hospital from being able to admit sick babies. Since Boarder Babies most frequently belong to impoverished and minority families, inner-city hospitals like UMDNJ have the highest number of boarders. On any given day, UMDNJ has 20 to 30 babies awaiting placement, some of whom have been boarders for over four months, and a two year old boy, who keeps coming back to the hospital, a victim of child abuse. His mother could not take care of him and he remained as a boarder baby at University Hospital until a foster home was found for him. He was brought into the emergency room one morning, a victim of child abuse. He ended up being a boarder baby again, until placed in a foster home, only to come back again in the E.R., a victim of child abuse. He now resides as a boarder baby at the hospital, while DYFS struggles to find yet another foster home for him, a formidable task as the number of foster homes are quickly drying up. He may temporarily be placed in a transitional home, outside the hospital, until a foster home is found for him. But transitional homes are under funded and struggling to make ends meet. How long will he have to wait again? Will he find a home with caring parents or will he end up in the emergency room again? And what happens to him while he waits in the hospital. He has a little room to play or run around and no one to consistently bond with, and all the hugs by the nurses and volunteers cannot make up for the loss of a mother. And, the most critical years of his growth are being restricted. He will probably not be ready for school when the time comes. Can he have a future with his mother? Can she be rehabilitated? Can he be ready for school when the time comes? Perhaps! If you and I make the effort.

What we need is a social policy which caters to the special needs of these children and their mothers, a policy that funds and nurtures drug-exposed babies, rehabilitates their mothers and provides counseling in parenting to the foster parents. Intervention is needed at birth, long before Head Start begins. The magnitude of the problem is so immense, that divulging into it will take up much more than my alloted time. But at a minimum, what is needed is permanent funding for services that can be provided to the child at birth to ensure a normal growth and development process. This means, funding for transitional homes, where the children can reside and be cared for, and where their basic social and health needs can be met. This means funding to rehabilitate the mother, to provide housing for those who are homeless, a half-way house for these mothers and babies to ensure that they are able to live independently in an environment conducive to both of them. This also means funding for counseling to prospective foster parents to ensure that babies are well-cared for. It is lack of all these services and facilities that has caused the system to break down, not just in Newark, but in Knoxville, Tennessee, San Francisco, California, Miami, Florida, Washington, D.C., Baltimore, Maryland, Albuquerque, New Mexico, Austin, Texas, Atlanta, Georgia, Philadelphia, Pennsylvania, Carson City, Nevada, New Haven, Connecticut, Oakdale, Iowa, Columbia, South Carolina and New York City.

We can build on existing programs and benefit from the models currently in place. The Federal Governments Abandoned Infants Assistance Program is a good example of a sound concept to address this problem. This program provides grant funding for services to hi-risk infants and their mothers.

What is needed is an expansion and extension of this program to extend the funding to cover these and other services that I just cited. What we need is to examine and develope alternative models to take care of these babies who have unique problems and varying circumstances. What we need is an expansion of the group home model where mothers reside with the infants and undergo rehabilitation. What we need is more rehabilitation services for the mother to make her self-sufficient. And what we need is a better mechanism to ensure that children living in at-risk homes or placed in foster homes, receive all the necessary early interventions needed that will give each and every child a good life.

Statement of Carole A. Graves, President, Newark Teachers Union, Newark, NJ

Thank you for the opportunity to have input into the Senate Hearing on the first educational goal, Getting Children Ready to Learn. Although, I cannot be there, I appreciate this opportunity to have input.

It is essential that all Americans understand that children in our cities and the children of the rural poor come to school with severe handicaps. Wherever there is high unemployment, children of the poor are denied basic health care. Essential immunizations put off for lack of money. Tuberculosis, measles, and other diseases are on the increase. Twenty years ago, the Newark Teachers Union negotiated lead poisoning and sickle cell anemia testing for all school children. These contract provisions were subsequently removed by the State as non-negotiable. Children suffered.

The threefold increase of single-parent households since 1960 and the concurrent increase of poverty creates a crisis. The lack of jobs paying enough to support a family may be a causative factor. Most often, poor children do not have the same readiness to learn or to conform to the requirements of the classroom or the expectations of middle-class teachers, as children from middle-class, two parent households. Life in the inner city is difficult and especially hard on the young and very old. All American children must know and recognize the importance of high quality education. Our schools must be caring, sharing, welcoming places for all children. Creating an environment that welcomes all children at a very early age is essential to overcome the hopelessness of impoverished households.

The need for quality, low-cost child care, quality health care for all regardless of wealth, and adequately funded Head Start programs for all children are of the highest priority, if America is to compete with the rest of the world in education and economic prosperity. We cannot afford to leave one-third of our citizens behind.

It is also necessary to recognize that education in cities require more money to offset the need for security guards, lunch programs, breakfast programs, higher heating costs and repair of older schools.

It is essential that America recognize that all American workers, and especially minority workers have been excluded from the change to a service oriented, communication based society. Factory jobs where a person could support a family are gone. These jobs existed in the cities of America. The deserted factories testify to their absence. The jobs have been exported to the third-world. This process continues in America. Our standard of living decreases in comparison with that of Germany, Sweden, Canada, and most other western nations.

This change should not impact on another generation of American children. Education can make the difference.

Providing educational programs that will overcome the deficits of poverty, joblessness and hopelessness are essential to the future of millions of our children and to the future of America itself.

I am including the goals of the American Federation of Teachers. I believe these are bottom-line, reasonable goals that will help us to relieve the growing educational crisis in America.

Thank you, Senator Lautenberg for your gracious consideration in inviting me to the hearing on May 26, but I have a previous obligation that prevents me from being there.

GOALS OF THE AMERICAN FEDERATION OF TEACHERS

Whereas, the AFT's Task Force on Children in Crisis has called public attention to the growing and desperate needs of America's children by pointing to the following indicators: the percentage of all children under 18 living in poverty has risen from 17.1 percent in 1975 to 20.6 percent in 1990 and is projected to climb to 22.3 percent in 1995; the number of children under 21 that have become dependent on Medicaid services has risen from 9.6 million in 1975 to 11.2 million in 1990; the number of children in households with only one adult has risen from 9.1 million in 1960 to 24.3 million in 1988, creating the need for additional social services; twenty-one percent of all eighth graders live in families with incomes of less than $15,000; most of our nation's schools were built before 1969 and are in desperate need of repair; and the cost of providing services to students in need of special education has risen dramatically.

Whereas, the end of the Cold War represents an unprecedented opportunity to transfer peace dividend dollars into education, health and school repair programs:

Resolved, the AFT will work to implement the legislative goals of the Task Force on Children in Crisis, including obtaining: a $1 billion increase in Chapter 1 Compensatory Funding, in order to serve an additional 1 million disadvantaged students; a $1 billion increase in other Chapter 1 programs that would be earmarked for full-day early childhood education for 4-year-olds; a $800 million increase for the Education for All Handicapped Children Act, to improve the education of children with physical and/or mental disabilities; the ability to use Medicaid funds to pay for elementary school guidance counselors and clinicians to both help children with temporary problems and to prevent inappropriate placement of children in special education programs; a $1.75 billion increase in Head Start to increase enrollment in preschool programs by at least 50 percent and expand the number of eligible children; a $2.5 billion increase for health clinics at or near schools to provide primary and preventive care for 15 million children; $500 million (first-year cost) for a five-year public works program to rebuild school buildings that are too small or dilapidated; $100 million for other special-needs programs, such as Education of Homeless Children and Youth and Emergency Immigration Education, including bilingual education and English as a Second Language; a $2.5 billion increase for child care, prenatal care and preventive health care programs; and a $100 million increase to expand training programs for elementary and secondary school math and science teachers.

BEST COPY AVAILABLE

INVESTING IN CHILDREN—STATE OF CHILDREN IN LOS ANGELES, CA

THURSDAY, MAY 28, 1992

U.S. SENATE,
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN
SERVICES, AND EDUCATION, AND RELATED AGENCIES,
COMMITTEE ON APPROPRIATIONS,
Los Angeles, CA.

The subcommittee met at 10:35 a.m., at the Crenshaw United Methodist Church, Los Angeles, CA, Hon. Tom Harkin (chairman) presiding.

Present: Senator Harkin.

NONDEPARTMENTAL WITNESSES

STATEMENT OF HON. TOM BRADLEY, MAYOR, LOS ANGELES, CA

OPENING REMARKS OF SENATOR TOM HARKIN

Senator HARKIN. I want to first express my appreciation to Mayor Tom Bradley, to Congressman Julian Dixon, and to all the other witnesses who have taken the time out of their busy schedules to help us examine the state of children in Los Angeles

I also want to thank the Reverend C.E. Hammond of the Crenshaw United Methodist Church and to Sarah Harris, the director of the Baldwin Hills Head Start Program housed in this church, for being here this morning and for having these wonderful children up here this morning. That is really what these hearings are all about.

When you look in the faces of these young people and you see the vibrancy, the hope, the enthusiasm, we just cannot let that die. We have got to keep that alive and that is what these hearings are really about. I also want to thank Mr. Robert Owens who is the executive director of the Kedrin Community Health Center, Inc., for all of his help

Earlier this month, I began a series of hearings which will continue into next month focusing on the consequences of our failure to invest in human resources. We have heard from mayors across the country, David Dinkins of New York City, Norm Rice of Seattle, Michael White of Cleveland. Just 2 days ago, Mayor Bradley, we were in Newark and Mayor Sharpe James was with us there.

The message I have gotten from every mayor that I have spoken to is this: What happened in Los Angeles could have happened anywhere in any one of our cities. Los Angeles was a national wake-up call, and we cannot afford to hit the snooze bar and roll over and go back to sleep.

In the aftermath of the riots, the President's spokesman blamed the Great Society programs. Then, last week, Vice President Quayle tied Murphy Brown to the decline of our family values. While we may differ over who is to blame, we should be able to agree on who suffers the most from the problems of urban America, and that is our children.

The hearing today, the one I held on Tuesday in Newark, and others I will be holding across the country are meant to focus on the need to invest in children's programs and the consequences of our failure to do so.

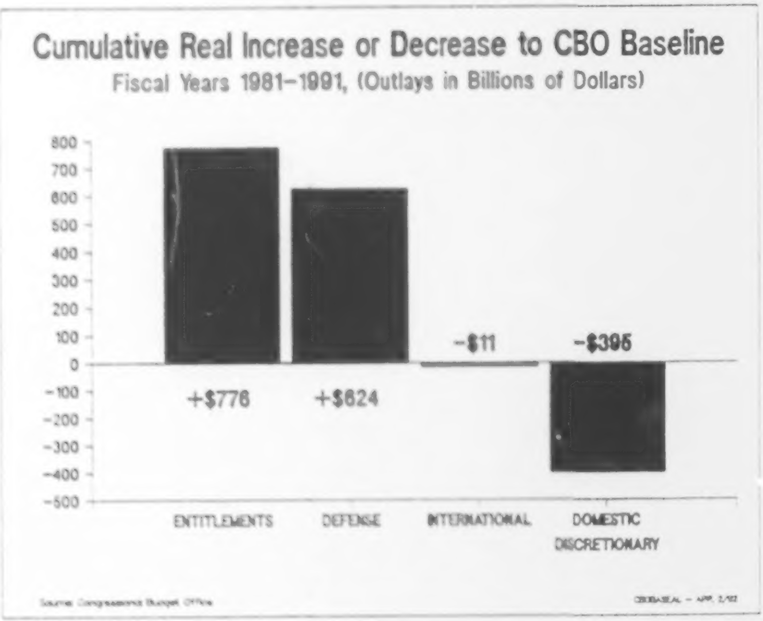
The statistics tell a story as chilling as the images of the wanton violence and burned-out buildings here in south central Los Angeles. One out of every five children in America lives in poverty—100,000 children die each year because of it.

In California alone, the number of children living in poverty has increased 84 percent since 1980. If you took all of the children below the age of 18 living in poverty in California and put them all together in one place, you would have the second largest city in California—second only to Los Angeles. In California, one in every four children have no health insurance. One-fifth of its students drop out of high school.

We can document the costs of poverty borne by our children; more hunger, more low birthweight babies, more infant deaths, more childhood disabilities. But too often we forget that we all pay the long-term costs: more crime, more violence, higher dropout rates, more unemployment, higher welfare costs, lower economic productivity.

We are not here today just to describe the problem. We are here to try to end it. And to do so, we need to understand how we got here in the first place.

Over the last 11 years, Federal spending on domestic discretionary programs—that is, education, health care, job training, human services, children's programs—has been cut by $395 billion. And I think this first chart—chart 1—illustrates it better than my words can say.



Source: Congressional Budget Office

From 1981 to 1991, if you look on the left-hand side, the two black bars that go up on the left-hand side are Social Security and Medicare, the entitlement programs are up $776 billion. Defense spending up $624 billion. On the far right, domestic discretionary on education, health care, children's programs. A drop of $395 billion over the last 10 years.

So, it is no secret to me, and I know it is not to Congressman Dixon or anyone else, that we can build a missile that can hit a dime at 1,000 miles, but we cannot get proper health care to our kids. And that tells the story.

The chart right behind it—chart 2—if I could ask someone to move that chart over—I think also shows something else that I want to make a point of here today.

How the U.S. Compares to Other Countries

	U.S. RANK
Gross National Product	**1**
Infant Mortality	**19**
Childhood Deaths Under Age 5	**19**
Low-Weight Births	**29**
Polio Immunizations at Age 1	**17**

People say we cannot afford to do these things. Let us take the United States compared to other countries. In gross national product we are No. 1. We are still the richest country in the world. I will say that again. We are the richest country in the world. But in infant mortality, we are No. 19. In childhood deaths under age 5, 19th. Low weight births, 29th. Polio immunizations at age 1, No. 17. Which raises the question if we are so rich, how come we are so poor?

Well, the 1991 share of gross domestic product devoted to these programs is 20 percent below the level in the late 1970's, and yet the needs have grown.

What has happened to America's young families with children—young families, parents less than 30 years of age—is unprecedented. Adjusted for inflation, the median income for young families with children plunged by one-third between 1973 and 1990. As a result, poverty among these young families more than doubled. And by 1990 a shocking 40 percent of children in young families live below the poverty line.

We know these programs work. We know that maternal and child health care—women's, infant's, and children's programs, immunizations programs, Head Start programs—we know that these programs work. We have got 25 years of experience. We know they work. And we also know something else; that a dollar invested in those programs would save us more money later on.

So, the message to me is clear. We can either invest money on the front side of life to prevent problems and help children develop, or we can spend more money later on in the back side of life to help patch and fix problems and build more jail cells after these problems have developed.

I want to thank all of you for agreeing to participate in today's hearing. What we are about, I hope, is trying to refocus our priorities and to focus our energies and our efforts, into looking at the earlier stages of life.

I said before many times that if you take a young child who is born to a drug-addicted mother, who has no maternal and child health care, and then you do not provide adequate nutrition—there are no supporting services, they have no intellectual stimulation until that child is maybe 6 or 7 years old and then they go to a rundown school—I do not care how many remedial programs you have after that, that kid's life is stunted from that moment on.

And so we have to reach down to the earliest parts of life. I hope that we can stop looking at these programs as social service programs or as poverty programs. These programs are part of our educational system.

We have to rethink education in this country; that education begins at birth and the preparation for education begins before birth.

Again, I thank you all for being here. At this point I look forward to hearing the comments of my good friend, Mayor Tom Bradley. Following Mayor Bradley's statement, we will hear from Congressman Julian Dixon, and then a statement from Edward James Olmos.

These distinguished LA community leaders need no introduction, but I would first like to recognize Mayor Bradley's impressive record of 19 years as the mayor of the Nation's second largest city.

He has done an outstanding job building this community and providing for its citizens.

Second, Congressman Dixon has served as a U.S. Congressman since 1979. Since that time he has become a recognized leader on the House Appropriations Committee and was instrumental in getting the legislation through—I hope we will have it through pretty soon—that will get some money out to our cities to answer these needs.

Edward James Olmos is not only a nationally recognized actor, but emerged at the height of the Los Angeles riots as a calming voice, bringing frightened and angry citizens together in the clean up process.

Thank you all for being here, and, Mr. Mayor, again, I appreciate your being here. I know how busy you are and I am just doubly appreciative.

I especially want all of you to know that there is no one I know of, among mayors of our large cities, who has focused more attention on the needs of young children than Mayor Bradley, and so I think it is not only fitting, but very proper that he begins our hearings here in Los Angeles.

Mayor Bradley, thank you very much and the floor is yours.

SUMMARY STATEMENT OF MAYOR BRADLEY

Mr. BRADLEY. Senator Harkin, thank you very much for bringing your subcommittee here to Los Angeles so that you can hear from us, the people who represent a cross section of this community, all of us concerned about the very issues that are being discussed here today.

We have just been through one of the most traumatic events in the history of this Nation, not just Los Angeles. The riots which started on April 29 devastated much of this community.

Almost everybody has looked for causes and it is obvious that the jury verdict of not guilty in the Rodney King beating case provided the spark that set off these fires and the looting and the shooting and the robbery and all of those terrible events that happened thereafter.

But I think we need to look beyond what happened that night, what happened beyond the Rodney King beating. What caused these young men of all races to strike out at the whole community in a most senseless and violent fashion?

I can tell you I trace it to hopelessness, to joblessness; 60 percent of the young men in south central Los Angeles are unemployed. They did not get that way because they simply did not want to work. They cannot get a job. They cannot hold a job because somewhere along the line there was a failure in the system.

I suggest to you and this committee that it started at the preschool level. It started in the first three grades of school and when they failed at that level, fell behind their peers, their classmates, they were lost. There was no hope that they were going to recover and lead productive and effective lives in this community.

They turned to gangs and they turned to drugs and they turned to crime. That was the only thing they understood, the only way that they could find survival.

So, I think your community is focusing on the No. 1 issue in this country and we all need to understand that.

Now, if you saw these young people up here this morning, you could see the bright eyes and the beauty of these youngsters, and the eagerness with which they are undertaking these early studies.

If there is a businessman in this country who does not care about children, and I do not believe that, at least they ought to understand that it is these children all across America who are going to make a difference in whether we remain the No. 1 Nation in terms of gross national product, or whether we fall behind and become a second or third-rate Nation in terms of our competitive edge in the world market.

I think we need to get that message across. They have an opportunity to invest in the future and the future means the young children.

The first 7 years are critical and if we miss them at that window, you can forget it. You are never going to be able to find enough money to do more than simply house them in our jails, or to help take care of them and their welfare needs, which they will face.

So, your community is dealing with what I think is the most important issue facing this Nation.

The case for prenatal care is very well documented, as is the nurturing that is needed through these programs, such as Head Start and quality child care prior to kindergarten and before and after the sixth grade.

Speakers who follow me will, I think, very well document this.

There was an effort conducted by a director of motion pictures to demonstrate that children are affected by their early years and their environment. So, 35 years ago this young English director wrote and directed a film called "7 Up."

He individually filmed a group of 7-year-old children from varied cultural and socioeconomic backgrounds, with the hypothesis that the values instilled in these young children would vary only slightly as these children grew into adults.

These values shaped by the age of 7 would serve as the standards and the foundation by which these children would make decisions throughout their adolescent and adult lives.

He subsequently went on to film the same group of children every 7 years, the next film being entitled "14 Up," followed by "21 Up" and then by "28 Up."

These children are now 35 years old and with the recent release of "35 Up," the hypothesis of that director has been held true.

The values instilled in each one of these children as 7-year-olds, manifest themselves today in the lives of these same individuals as adults for the better or for the worse.

What this series of films affirms is the imperative need to provide quality health care and physical and emotional support for infants and young children. If we can provide these impressionable young people with nurturing and healthy environments, we will equip them with the tools to make appropriate and smart decisions when entering adolescence and lead productive, fulfilling lives as they become adults.

My remarks today will be contained in the document which I will provide for the committee. So, I am going to sort of summarize much of it.

Many of these children are born into poverty and to mothers with substance abuse problems. I have gone through our hospitals and seen these drug-addicted youngsters, babes in the crib, whose lives are ruined because a mother brought them into the world simply as a drug addict or an alcoholic and simply did not understand, nor could she realize what damage she was doing to the child she was bearing.

One in every six babies born in the United States is born to a teenage mother. That is a staggering statistic, but it is a fact.

Often these mothers receive inadequate prenatal care, resulting in low birth weights and physical abnormalities. They perform poorly and they have serious behavioral and emotional problems.

Over time, these children are most likely to drop out of school and become abusers and drug addicts and alcohol dependent themselves.

The World Health Organization estimates by the year 2000 10 million children worldwide will be infected by the AIDS virus.

In Los Angeles, according to Caring for Babies With AIDS, close to 420 cases of pediatric AIDS have been reported from July 1981 to March 1991. At the current rate in Los Angeles County, at least 60 HIV-infected babies will be born each year.

Apart from what we are talking about today, there is under consideration an appropriation in the Congress that would increase the funding for AIDS education, prevention, and treatment.

We have got to face up to it. It is a crisis of enormous proportion and it is facing us.

It is imperative that we educate young women about the importance of prenatal care and offer quality health programs to ensure our children are born healthy and have the best start in life.

In light of the continuing expansion of Head Start for all children, it is essential that we invest in their future. I heard comments about the so-called programs of the 1960's, the Great Society programs, but certainly no one can fault Head Start, an enormous success.

Our problem is it is not large enough. I think there are something like 17,000 children in Los Angeles County who are involved That is a drop in the bucket. So we call your attention to the need for more money, money to deal with critical issues facing our Nation.

In Los Angeles I kept trying to get somebody to put up enough money to start our youngsters in the elementary schools in an after-school program. Nobody seemed to have the money. The State did not have it. The school district did not have it, and I just made the decision I was going to take some money from our Community Redevelopment Agency and start a pilot program.

That program started with ten schools and it has grown now to 19 schools. We have been able to get private sector matching funds to help improve and to help grow with this program.

I have seen the children who have been enrolled. I have seen the transformation in their lives in just 2 short years. Teachers who work with them give them the kind of individual care that they do not get in school. Parental aids in the neighborhoods help. Tutors from the nearby high schools come in and at a very modest wage help them get a good start in their educational career.

That is the kind of thing that we need to expand to every school in Los Angeles. Nineteen is not enough and we are trying now to get enough money that we can do that in 413 schools in our city.

PREPARED STATEMENT

But that is not enough. Either that kind of program, that we call LA's Best, needs to be in place in this city and other cities across the Nation or we are going to miss a big opportunity.

The essence of my plea is to let us give our most precious resource a good start in life. It will be far cheaper on the front end then it will be on the tail end.

I hope that your committee and Congress will get on with this program. Thank you very much.

[The statement follows:]

STATEMENT OF MAYOR TOM BRADLEY

MR. CHAIRMAN, MY NAME IS TOM BRADLEY, AND I AM THE MAYOR OF THE CITY OF LOS ANGELES. I APPRECIATE THE WILLINGNESS OF THE MEMBERS OF YOUR COMMITTEE TO VISIT OUR COMMUNITY AND DISCUSS THE NEED TO INVEST IN OUR FUTURE: THE CHILDREN OF THIS COUNTRY.

THE CASE FOR PRE-NATAL CARE HAS BEEN WELL DOCUMENTED, AS HAS THE NEED FOR EARLY NUTURING THROUGH SUCH PROGRAMS AS HEAD START AND QUALITY CHILD CARE PRIOR TO KINDERGARTEN AND BEFORE AND AFTER SIXTH GRADE. THE SPEAKERS WHO WILL FOLLOW ME TODAY WILL DRAMATICALLY DEMONSTRATE THE EFFECTIVENESS OF VARIOUS PRE-NATAL AND CHILDREN'S PROGRAMS. THEY WILL ALSO INDICATE THAT MORE MUST BE INVESTED IN THESE SUCCESSFUL PROGRAMS IF OUR CHILDREN AT RISK ARE GOING TO BE SAVED FROM A SYSTEM THAT CURRENTLY SERVES THEM VERY POORLY.

TO DEMONSTRATE THAT CHILDREN ARE AFFECTED BY THEIR EARLY YEARS AND THEIR ENVIRONMENT, MORE THAN 35 YEARS AGO, A YOUNG ENGLISH DIRECTOR WROTE AND DIRECTED A FILM CALLED "SEVEN-UP". HE INDIVIDUALLY FILMED A GROUP OF SEVEN-YEAR OLD CHILDREN FROM VARIED CULTURAL AND SOCIO-ECONOMIC BACKGROUNDS, WITH THE HYPOTHESIS THAT THE VALUES INSTILLED IN THESE YOUNG CHILDREN WOULD VARY ONLY SLIGHTLY AS THE CHILDREN GREW INTO ADULTS. THESE VALUES, SHAPED BY THE AGE OF SEVEN, WOULD SERVE AS THE STANDARDS AND FOUNDATION BY WHICH THESE CHILDREN WOULD MAKE DECISIONS THOUGHOUT THEIR ADOLESCENT AND ADULT YEARS. HE SUBSEQUENTLY WENT ON TO FILM THE SAME GROUP OF CHILDREN EVERY SEVEN YEARS, THE NEXT FILM BEING ENTITLED "FOURTEEN UP" FOLLOWED BY "TWENTY-ONE UP" AND "TWENTY-EIGHT UP".

THESE CHILDREN ARE NOW 35 YEAR ADULTS. WITH THE RECENT RELEASE OF "THIRTY-FIVE UP", THE DIRECTOR'S HYPOTHESIS HAS HELD TRUE -- THE VALUES INSTILLED IN EACH ONE OF THESE CHILDREN AS SEVEN-YEAR OLDS MANIFEST THEMSELVES TODAY IN THE LIVES OF THESE SAME INDIVIDUALS, AS ADULTS -- FOR BETTER OR WORSE.

WHAT THIS SERIES OF FILMS AFFIRMS UNEQUIVOCALLY IS THE IMPERATIVE NEED TO PROVIDE QUALITY HEALTH CARE AND PHYSICAL AND EMOTIONAL SUPPORT FOR INFANTS AND YOUNG CHILDREN. IF WE CAN PROVIDE THESE IMPRESSIONABLE YOUNG PEOPLE WITH NURTURING AND HEALTHY ENVIRONMENTS, WE WILL EQUIP THEM WITH THE TOOLS TO MAKE APPROPRIATE AND SMART DECISIONS WHEN ENTERING ADOLESCENCE AND LEAD PRODUCTIVE, FULFILLING LIVES AS THEY BECOME ADULTS.

MY REMARKS TODAY OUTLINE THE NEED FOR ADEQUATE PRE-NATAL CARE, QUALITY CHILD CARE PROGRAMS, AND THE IMPORTANCE OF AFTER-SCHOOL CARE FOR OUR YOUNG PEOPLE. OUR CHILDREN ARE GIVEN TOO FEW EARLY OPPORTUNITIES TO CEMENT GOOD LEARNING HABITS, RECEIVE SPECIAL TUTORING, AND DISCOVER POSITIVE ALTERNATIVES TO DRUGS AND GANGS. WITHOUT OFFERING OUR CHILDREN GREATER OPPORTUNITIES, OUR CITIES AND COMMUNITIES WILL LOSE GENERATIONS AND BE UNABLE TO PROVIDE OUR BUSINESSES WITH HIGHLY SKILLED LABOR POOLAND S MOTIVATED WORKERS.

FOR MANY CHILDREN, WHO ARE BORN INTO POVERTY, OR TO MOTHERS WITH SUBSTANCE ABUSES PROBLEMS, THE DISADVANTAGES BEGIN EVEN BEFORE THE CHILD IS BORN. FOR EXAMPLE, ACCORDING TO THE CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT, ONE IN SIX BABIES BORN IN THE UNITED STATES IS BORN TO A TEENAGE MOTHER. THAT IS A STAGGERING STATISTIC.

OFTEN THESE YOUNG MOTHERS RECEIVE INADEQUATE PRENATAL CARE RESULTING IN LOW BIRTH WEIGHTS AND PHYSICAL ABNORMALITIES. EVIDENCE SUGGESTS THAT WHEN THESE CHILDREN REACH SCHOOL AGE, THEY PERFORM POORLY AND HAVE SERVIOUS BEHAVIORAL AND EMOTIONAL PROBLEMS. OVER TIME, THESE CHILDREN ARE MORE LIKELY TO DROP OUT OF SCHOOL AND/OR BECOME ABUSERS OF DRUGS AND ALCOHOL.

THE WORLD HEALTH ORGANIZATION ESTIMATES THAT BY THE YEAR 2000, 10 MILLION CHILDREN WORLD WIDE WILL BE INFECTED BY THE AIDS VIRUS. IN LOS ANGELES, ACCORDING TO CARING FOR BABIES WITH AIDS, CLOSE TO 420 CASES OF PEDIATRIC AIDS HAD BEEN REPORTED FROM JULY 1981 TO MARCH 1991. AT THE CURRENT BIRTH RATE IN LOS

ANGELES COUNTY, AT LEAST 60 HIV-INFECTED BABIES WILL BE BORN EACH YEAR.

MOST CHILDREN BORN TO MOTHERS WITH AIDS OR WHO ARE SUBSTANCE ABUSERS OFTEN SUFFER NERUOLOGICAL IMPAIRMENT. HEALTH OFFICIALS ESTIMATE THAT 50 PERCENT OF BABIES BORN WITH THE HIV VIRUS CANNOT BE CARED FOR BY THEIR BIOLOGICAL PARENTS.

IT IS IMPERATIVE THAT WE EDUCATE WOMEN ABOUT THE IMPORTANCE OF PRE-NATAL CARE AND OFFER QUALITY HEALTH PROGRAMS TO ENSURE OUR CHILDREN ARE BORN HEALTHY AND HAVE THE BEST START IN LIFE.

IN THAT LIGHT, THE CONTINUED EXPANSION OF HEAD-START FOR ALL CHILDREN IS ESSENTIAL TO INVEST IN OUR FUTURE. STUDY AFTER STUDY HAS DOCUMENTED THE SUCCESS OF HEAD-START PROGRAMS AND YET ALL OF THE FAMILIES WHO ARE ELIGIBLE FOR THIS PROGRAM ARE STILL NOT ABLE TO ACCESS THESE SERVICES.

THE NUMBER OF SINGLE PARENTS AND TWO INCOME FAMILIES HAS GROWN TREMENDOUSLY, AND WE MUST RESPOND TO THAT NEED. AFFORDABLE, QUALITY CHILD CARE PROGRAMS MUST BE OFFERED TO OUR FAMILIES. WHAT INCENTIVE DOES A SINGLE PARENT OR A WELFARE FAMILY HAVE TO GET BACK INTO MAINSTREAM EMPLOYMENT IF THEY WILL NOT BE ABLE TO AFFORD CHILD CARE? A RESPONSE TO THE CHILD CARE DILEMMA REQUIRES A TRUE PARTNERSHIP BETWEEN THE PUBLIC AND THE PRIVATE SECTOR. THE PRIVATE SECTOR MUST SUPPORT THE FAMILY IN DEVELOPING CHILD CARE PROGRAMS OR ASSIST IN LESSENING THE BURDEN ON THE FAMILY BY OFFERING BENEFITS WHICH MEET THE NEEDS OF THE FAMILY. THE PUBLIC SECTOR MUST ALSO OFFER INCENTIVES AND FINANCIAL RESOURCES TO EXPAND THE AVAILABILITY OF CHILD CARE FOR OUR CHILDREN.

DURING MY 1988 STATE OF THE CITY ADDRESS, AND THE ANNOUNCEMENT OF THE CREATION OF LA'S BEST, I SAID I WAS COMMITTED TO BREAKING OUR CHILDREN'S CURRENT PATTERN OF FAILURE, TO PROVIDE A CITY WHERE INDIVIDUALS LEARN, GROW, AND SEEK PERSONAL FULFILLMENT. LA'S BEST WHICH STANDS FOR BETTER EDUCATED

STUDENTS FOR TOMMORROW HAS DEMONSTRATED THAT WE CAN MAKE A DIFFERENCE IN THE LIVES OF OUR CHILDREN.

FOR MANY INNER CITY SCHOOL-AGED CHILDREN, COMING HOME AFTER SCHOOL MEANS ENTERING AN EMPTY AND UNSUPERVISED HOME, TURNING ON THE TELEVISION AND SITTING SEDENTARY FOR TWO TO THREE HOURS. FOR OTHERS, IT MAY MEAN LIVING IN FEAR - AS PREY OF TURBULENT VIOLENCE IN THEIR NEIGHBORHOODS AND STREETS.

SINCE 1988, THE LA'S BEST AFTER SCHOOL PROGRAM HAS GROWN TO INCLUDE 19 ELEMENTARY SCHOOLS. MORE THAN 3,800 CHILDREN, 5-12 YEARS OLD, ARE PROVIDED, FREE OF CHARGE, AN ARRAY OF ACTIVITES, INCLUDING RECREATIONAL EXPERIENCES, TUTORING, CULTURAL AND MUSICAL PROGRAMS WHICH HAVE BROADENED THEIR PERSPECTIVES OF THE WORLD.

THE IMPACTS OF THIS PROGRAM ARE EVIDENT BY AN INDEPENDENT REVIEW CONDUCTED BY THE UCLA CENTER FOR STUDY OF EVALUATION. THE STUDY FOUND THAT, ON AVERAGE, LA'S BEST STUDENTS SHOWED MARKED IMPROVEMENT IN BEHAVIOR OVER THEIR NON-LA'S BEST COUNTERPARTS. EIGHTY PERCENT OF THE FAMILIES OF LA'S BEST CHILDREN REPORTED POSITIVE CHANGES IN BEHAVIOR, STUDY HABITS AND ATTITUDES SINCE ENROLLING THEIR CHILDREN IN THE PROGRAM.

WITH ADEQUATE RESOURCES FOR THIS PROGRAM, WE COULD MAKE IT AVAILABLE FOR ALL OF OUR CHILDREN SO THEY WOULD NOT HAVE TO GO HOME ALONE OR SPEND THE AFTERNOON ON THE STREETS. WHEN I VISIT THESE LA'S BEST SCHOOLS AND SEE THE CHILDREN'S FACES AND ENTHUSIASM FOR LIFE, I HAVE HOPE FOR OUR FUTURE.

TO STOP OUR CHILDREN FROM BECOMING A PART OF A VICIOUS CYCLE OF GANGS, DRUGS, AND HIGH DROP-OUT RATES WE MUST INVEST IN OUR CHILDREN NOW. THIS MEANS ADEQUATE PRE-NATAL CARE, AFFORDABLE, QUALITY CHILD CARE AND AFTER-SCHOOL CARE TO ENSURE THAT OUR CHILDREN HAVE A HEALTHY START IN LIFE.

WE HAVE BEEN THROUGH A LOT IN LOS ANGELES DURING THIS PAST MONTH-THE VISUAL PICTURES FROM THE CIVIL UNREST ARE FOREVER

EMBEDDED IN OUR MINDS. HOWEVER, THE PICTURES OF HOPE ARE EVERLASTING.

ONE OF YOUR SPEAKERS TODAY, ACTOR EDWARD JAMES OLMOS ALMOST SINGLEHANDLY GALVANIZED YOUNG AND OLD PEOPLE ALIKE THROUGHOUT THIS CITY TO BEGIN THE HEALING PROCESS AND CLEAN-UP OUR NEIGHBORHOODS. HIS PERSONAL COMMITMENT TO THIS CITY AND OUR PEOPLE IS OUTSTANDING. HE SERVES AS A ROLE MODEL FOR OUR CHILDREN AND I KNOW HIS EFFORTS TO HELP THIS CITY WILL NOT END.

SWEET ALICE HARRIS, FROM PARENTS OF WATTS, WILL ALSO BE ADDRESSING THE COMMITTEE TODAY. EVERYONE IN THIS CITY KNOWS SWEET ALICE AND RESPECTS HER UNRELENTING EFFORTS TO MAKE A DIFFERENCE IN THE LIVES OF CHILDREN IN THIS CITY. LISTEN CAREFULLY TO HER INSIGHTS AND CHALLENGES AS YOU BEGIN TO ADDRESS THE FUTURE OF OUR CHILDREN.

WHILE STATISTICS THAT DEFINE THE PROBLEM WOULD SUGGEST THAT WE DO NOT KNOW HOW TO ADDRESS THE UNDERLYING PROBLEMS, THIS IS NOT THE CASE. WE CERTAINLY KNOW MORE ABOUT EDUCATION, NUTRITION, HEALTH CARE, AND OUR OPPORTUNITIES FOR RECREATION ARE ENDLESS.

TO ACHIEVE OUR GOALS, WE MUST RECOGNIZE THAT OUR ECONOMY, HEALTH CARE, EDUCATION, CHILD CARE, CRIME, DRUGS AND GANGS ARE ALL INTERTWINED. UNLESS WE INVEST IN OUR CHILDREN, WE WILL HAVE DIFFICULTY CREATING A SKILLED WORKFORCE, ENCOURAGING BUSINESSES TO LOCATE IN CITIES ACROSS THE COUNTRY, STOPPING THE SCOURGE OF GANG VIOLENCE, AND CREATING A BRIGHT FUTURE FOR THIS COUNTRY. BAND-AID APPROACHES WILL NOT WORK. A COMMITMENT TO AN URBAN AGENDA AND OUR CHILDREN IS ESSENTIAL TO ADDRESS THE CRISIS CITIES ARE FACING TODAY.

WE HAVE AN OPPORTUNITY TODAY TO LET OUR CHILDREN AND YOUNG PEOPLE KNOW THAT WE HAVE NOT GIVEN UP ON THEM. BUT, IT WILL TAKE A NEW AND ENLARGED COMMITMENT ON THE PART OF BOTH GOVERNMENT AND PRIVATE INDUSTRY TO ALLOW US TO ACHIEVE OUR GOAL, A GOAL WE ALL HOLD TO BE SELF EVIDENT.

Senator HARKIN. Mayor Bradley, thank you very much. You were very powerful and very eloquent and I appreciate it very much.

I guess I would have one question. It is probably the same question people always ask me. If it is so self-evident, why can we not get people to understand this? Why can we not focus more attention on the early phase of life?

I suppose the next question is, well, if this is a problem for the cities, let the cities handle it.

Mr. BRADLEY. For one thing, children have the fewest advocates of any institution, any group, in this Nation. They do not have the power or the influence to get people to listen and to act.

If cities had the money—believe me, this city, if it had the money, would have this program in 413 schools, even though we do not have direct responsibility for financing the school system. It is a separate governmental agency, but it is so important that I am now engaged in a battle to get the money in order to do this job.

You cannot expect that cities that are suffering huge budget problems and a variety of programs that they must support to give so much of their resources to an institution which is not legally under their jurisdiction.

It took a big decision to say, "Even though we do not have responsibility for the schools, they are our same children who are in those classrooms and on the streets and in our jails." So, let us understand the city does have a moral obligation to help them. So that is why we started LA's Best.

Senator HARKIN. I have read about LA's Best and it sounds like it is working great. You have 3,000 kids, I believe, in it now or somewhere near that.

Mr. BRADLEY. Yes.

Senator HARKIN. Obviously the need is much greater than that, but the resources—again, when I talk about these programs with people outside of LA or I talk about them in other parts of the country, they say, "That is fine. Let LA handle it if they can do that."

My problem is to get people to understand that the child that is educated in Los Angeles or Des Moines, IA, or Newark, NJ, is not just a burden on those local people. That kid goes out and moves around.

Mr. BRADLEY. They move. They do not know any geographical boundaries.

Senator HARKIN. That is right.

Mr. BRADLEY. When they first began to commiserate with us about the Crips and the Bloods in Los Angeles, before I knew it they were in Oklahoma City, they were in Portland, OR, and they were in the rest of the Nation. They do not stop at city boundaries. They are all of our children.

Senator HARKIN. They sure are.

Mayor Bradley, I know your time is pressed and I appreciate very much your being here.

Mr. BRADLEY. Thank you very much, Senator.

Senator HARKIN. Thank you very much for your leadership and your eloquent words. Believe me, we will take them to heart and this committee is going to do everything we can.

Congressman Dixon is on the House side, and I will be working with him as much as possible to do all we can.

Mr. **Bradley**. Well, you are welcome. Thank you.

Senator **Harkin**. Thanks, Mayor Bradley.

STATEMENT OF HON. JULIAN C. DIXON, U.S. REPRESENTATIVE FROM CALIFORNIA

Senator **Harkin**. I am next going to call on Congressman Julian Dixon. We are in his congressional district today.

I have had a long working relationship with Congressman Dixon, when I first served in the House with him. We both serve on our respective Appropriations Committees in the House and in the Senate and have a good, close working relationship.

The Congress just recently passed a $1.9 billion emergency supplemental that was prompted by the LA riots. Congressman Dixon, probably more than anyone else, deserves the credit for getting that up and running and getting it through. Hopefully we can get the funds released now.

But, Congressman Dixon, thank you very much for being here and, like Mayor Bradley and everyone else, your statement, as you know, will be made a part of the record in its entirety and please proceed as you so desire.

Mr. **Dixon**. Thank you very much, Senator Harkin, for allowing me to appear at your hearing and for showing interest. It is almost like singing to the choir for I recognize that the people in this room today understand the problem.

And, your long record in the U.S. House of Representatives, as well as in the U.S. Senate, clearly demonstrate that you understand the problem.

But let me first answer a question that you directed to Tom Bradley that perhaps we just do not understand why the American public does not understand the problem.

It has been my experience that people pay attention to their own personal needs. It is kind of, "I have got mine, now you get yours", in our society today, and the riots here 4 weeks ago I think clearly caused people to wake up.

The history of the 1965 riots were that they were isolated in a particular community. The riots of 4 weeks ago clearly demonstrated that, although it may have sparked in a local community, that it could spread rapidly.

People in Culver City could see the Fedco that they shopped at being trashed and burned. People in the northern part of Wilshire could see that they, too, were exposed.

So, it is hard to say that a riot can have a positive effect. It is clear to me that at least more people are becoming concerned about the problem; people who feel that they did not have a vested interest in this problem, that it was someone else's problem, and so I am hopeful that America is beginning to wake up to recognize that what occurred here could occur in Washington, DC. It could occur anywhere in this country, as Mayor Bradley said.

If I could just take a minute to go into the background, because I think it is important to understand what the problem or the perception of the problem is before you can address a cure for the problem.

There is a longstanding feeling in minority communities, and I use that word not as a black man, but in the Latino community and other communities, that there is a great deal of injustice in our society. It is one that cannot always be articulated, but to say the least it is a perception and many people think it is a reality.

Within the last 6 months we had two catalytic factors that caused a great deal of verification of this. One was the sentencing of a young lady who killed a black young child. Now, I am not arguing the merits of the criminal justice system here this morning, but that became a reality to a portion of this community that the sentence was not appropriate.

The second was the King incident where we had on videotape something that black and Latino males have been complaining about for many years, but could not document, and that is a different attitude by the police toward a black or Latino person, as compared to the white society.

Each individual in our communities was able to judge the merits for themselves for they, in fact, had most of the facts. In the *Doo* case they had at their disposal most of the facts. In the *King* case they had most of the facts.

It was the culmination of the verdict and the sentence that verified what people had suspected for a long time, that, in fact, there are two systems of justice within our criminal justice system.

With the feeling that the criminal justice system has broken down and is not working for a large segment of our society, it ignited a riot.

Now, all of the damage in the riot certainly was not based upon those two events, but the spark that set it off was a deep frustration over that.

Obviously, now our street battles have cooled and now we are into the political arena and we are discussing once again whether we have the will and the resources to address this issue, and I know that that is the reason that you are here today.

I think for the reason that everyone is beginning to understand that they have a vested interest in this problem, and the volunteerism that we saw that came out of this activity, the riot, illustrated by Ed, who sits next to me—and by the way, he is not the only person.

Many people in our society, and I think he would be the first to acknowledge that, came forward either with food or clothing. What could they do to help? Many went down and volunteered to clean up and I was surprised when I went through certain parts of the district people of all hues lending a helping hand.

So, I do think that we do have the will. The issue is whether we have the resources. I suggest to you that we better have the resources, that America is at stake. It is fine to be No. 1 in national gross product, but when a whole segment of our society feels disconnected, the Nation is in a problem.

Now, what can we do? In your opening comments you suggested that if we have other priorities, if we can spend the billion dollars to build a space station, we can surely find the resources to fund education programs.

If we can find money to bail out the savings and loans, and I, for one, think that that was the appropriate conduct, we can surely find the funds to build small businesses in our own communities and to assist disadvantaged businesses in expanding.

Last week the Los Angeles district attorney's office issued a report entitled "Gangs, Crime, and Violence in Los Angeles," which contains some startling and worrisome figures about the numbers of young African Americans, Latinos, and Asian males that are involved in gangs.

While many individuals have been critical of that report, it clearly points out that there is a problem in this community that only illustrates the problems in this country.

Gangs are a direct reflection of a failed education system, in that most of them are high school dropouts. Most of them have no training to compete in society for a job. Most of them do not have a strong family unit. It is the responsibility of the educational system, as well as the home environment, to provide training and education and values for young people.

So, I say to you, it is clear that these gangs are a direct reflection of the educational system and of the family unit. There is enough blame for everyone to go around.

We now have here an announced truce between two rival gangs, and I hope that that truce holds up. But it does not matter if there are 50 or 1,000 gangs, the very presence of a group that is terrorizing neighborhoods and schools points out the failure of Government at every level. The Federal and State and city governments have failed a large segment of our community.

A report by Children Now, which is a nonpartisan, California-based organization, entitled "California: The State of our Children," found that there are numerous warning signs that have gone for at least 10 or 12 years unheeded.

For example, in California every day three young people are murdered; 12 babies under the age of 1 will die. And you pointed out that we are 19th in our mortality rate; 179 teenagers will drop out of school every day in the total California population; 306 babies will be born into poverty, and I am using the figure of a family with less than an annual income of $10,500.

Now, those are frightening statistics to know that every day 306 babies are born into poverty, and 180 young people are dropping out of school.

You have mentioned here our dire emergency supplemental. I hope no one in our house and in your house feels that by bringing some immediate relief to the problem, to either FIMA or small business, that that is the solution and the problem will go away by putting short-term money in the program.

Yes; we need summer jobs this summer, but we need long-term programs and we have long-term programs. They have not been perfect, but they have worked well when they were properly funded.

So, over the last 10 years we have been in a struggle to get the appropriate funding and the American public was not supportive. They went off on a different tangent: "I have got mine, now you get yours."

We need, I think, long term to fund many of the same programs that worked in the 1970's. We need to reinvest in early childhood education programs and our entire educational system. We need to reform the Federal jobs training program to provide meaningful jobs and training, and we need to rebuild the economic base of our community.

We are here today in a Head Start program. I think that the Head Start program should obviously be expanded. That is going to take at least $3.5 billion.

We need to service at least 122,000 more new children in that program and provide jobs for about 35,000 additional people.

Head Start, as the mayor indicated, was a program of the 1960's, the war against poverty, and I believe that much of its success came from the fact that parents had to participate and make meaningful contributions to that program.

This program in this church is a clear illustration that it works. We just need to reach out and bring in additional people to Head Start.

The WIC Program, I will not go into it because you know it so well, but the WIC Program is only funded at a level that in 1992 only reaches about 57 percent of the eligible recipients. We need to do a better job in reaching out to them.

You talked about polio. There is a measles epidemic in our society. There has been a great increase in measles over the last 5 years. We have gone from 1,500 cases to 25,000 cases in our society today.

So, if we can provide immunization for children overseas, which is appropriate, we can at least provide immunization for young people in our society.

We need to provide additional moneys for tutorial programs, the Trio Program to enroll more minority students in schools.

There is, Senator Harkin, an urgent need not only to address the young people, which are certainly the future, but to address the 19- to 30-year-old student, really, who has dropped out of not only school, but society. So, I am hopeful that we can design a job training program based on the Job Training Partnership Act to address the needs of that 19- to 30-year-old gang member.

It is very important that at the same time that we nurture our young children, that we provide the economic stimulus for the older 19- to 30-year-old.

Let us face it. There is a large opposition in Congress, or has been in the past, to provide significant stipends for job training. "Why should we pay somebody to train for a job?"

The fact of the matter is, we are going to continue to have this type of disruption in a 1992 environment unless we put some bucks in their pocket while they are learning a skill. It is a reality of life. This is not the 1930's and the 1940's. These are the 1990's and the year 2000 and the whole world has changed and we must give at this point an economic incentive for those who have dropped out of our society.

As you are well aware, we are talking a whole variety of urban programs. I hope that Congress and this administration and the next administration has the will to follow through. There is no short-term solution. There are short-term Band-Aids, but there is only one long-term solution and that is a high level of funding for educational programs that work, giving an opportunity for a young male in the ghetto to own a piece of the action and provide jobs and job training.

Now, I would be hypocritical if I said this was an easy task. The problem in California today is that everyone is facing a declining economy and so that makes it much more difficult.

But if our State and other States are to survive, we must address this as our No. 1 problem, not only rebuilding LA, but rebuilding the moral fiber of our country on both sides of the race issue; on the black side, as well as the white side.

PREPARED STATEMENT

So, I will submit my testimony for the record and, once again, I want to thank you for having the interest to come out here, so that when you get back in the District of Columbia you can testify, too, as to the urgent need for more Federal money in the appropriate places.

[The statement follows:]

STATEMENT OF CONGRESSMAN JULIAN C. DIXON

MR. CHAIRMAN:

IT IS A PRIVILEGE TO BE HERE TODAY TO TESTIFY BEFORE THE SENATE APPROPRIATIONS SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES AND EDUCATION FIELD HEARING ON THE IMPACT OF DOMESTIC SPENDING CUTS ON CHILDREN. I AM HONORED TO BE ON A PANEL WITH THE DISTINGUISHED MAYOR OF LOS ANGELES, MAYOR TOM BRADLEY, AND ACTOR AND COMMUNITY ACTIVIST EDWARD JAMES OLMOS.

OUR INNER CITIES AND CHILDREN HAVE BEEN NEGLECTED FOR FAR TOO LONG. WITH THE URBAN RIOTS PRECIPITATED BY THE ACQUITTAL OF FOUR POLICE OFFICERS IN THE BEATING OF RODNEY KING, ATTENTION HAS FINALLY FOCUSED ON THE POVERTY AND RACISM THAT HAVE TURNED OUR CITIES INTO TINDERBOXES READY TO EXPLODE.

DESPITE HOW ONE MIGHT FEEL ABOUT THE VERDICT AND THE RESPONSE TO IT, THE INESCAPABLE CONCLUSION IS THAT WE NEED ECONOMIC REINVESTMENT AND COMMUNITY RENEWAL IN URBAN AMERICA IF WE ARE GOING TO COUNTER THE FRUSTRATION WHICH FUELED THE RECENT DISTURBANCES IN LOS ANGELES. THE RESULTS OF MORE THAN A DECADE OF NEGLECT ARE NOW COMING HOME.

THE MOST POWERFUL AFFIRMATIVE ANSWER TO THE ANGER, FRUSTRATION AND RAGE OF THE INNER CITY IS TO EMPOWER THE POOR TO PARTICIPATE MORE FULLY IN THE ECONOMIC PROMISE AND POTENTIAL OF MAINSTREAM AMERICA.

IF WE CAN SUCCESSFULLY MOBILIZE OUR ALLIES TO WAGE A WAR IN THE PERSIAN GULF AGAINST IRAQ WITH OUR "SMART" WEAPONS SYSTEMS," WE CAN CERTAINLY SUCCESSFULLY WAGE A WAR AGAINST ILLITERACY AND POVERTY AND TO EDUCATE "SMART" CHILDREN.

IF WE CAN DESIGN RADAR-EVADING FIGHTER PLANES TO PENETRATE ENEMY TERRITORY, WE CAN SURELY DESIGN AN EDUCATIONAL SYSTEM TO TEACH OUR CHILDREN IN THE SCIENCES, MATH AND ENGINEERING.

IF WE CAN TRAIN SERVICEMEN AND SERVICEWOMEN TO FLY FIGHTER PLANES AND COMMAND NUCLEAR-POWERED SUBMARINES, THEN WE CAN CERTAINLY PROVIDE THE INCENTIVES FOR OUR CHILDREN TO EXCEL IN SCHOOL.

IF WE CAN BUILD A SOPHISTICATED SPACE CRAFT SUCH AS THE "ENDEAVOR" AND TRAIN ASTRONAUTS TO GO INTO SPACE TO RESCUE A COSTLY, SPIRALING SATELLITE, WE CAN CERTAINLY RESCUE OUR INNER CITIES BY TEACHING AT-RISK YOUTH AND ADULTS MARKETABLE SKILLS AND REINVESTING IN PROGRAMS TO RETRAIN UNEMPLOYED WORKERS.

IF NASA CAN SPEND BILLIONS OF DOLLARS TO BUILD A SPACE STATION, THEN WE CAN SURELY FIND THE RESOURCES TO PROVIDE FUNDS TO EDUCATE OUR YOUTH ABOUT THE DANGERS OF THE AIDS VIRUS, THE PROBLEMS ASSOCIATED WITH GANG VIOLENCE, IMMUNIZE OUR CHILDREN AGAINST DISEASES AND PROVIDE EARLY CHILDHOOD EDUCATION THROUGH HEAD START AND PROVIDE NUTRITION, THROUGH PROGRAMS SUCH AS THE WOMEN, INFANT AND CHILDREN'S (WIC) SUPPLEMENTAL FEEDING PROGRAM.

IF WE CAN PROVIDE BILLIONS OF DOLLARS TO BAIL OUT THE FAILING SAVINGS AND LOAN INDUSTRY, WE CAN SURELY PROVIDE FUNDS TO BUILD SMALL, MINORITY OWNED BUSINESSES AND ASSIST DISADVANTAGED BUSINESSES IN EXPANDING THEIR BUSINESS OPPORTUNITIES.

LAST WEEK, THE LOS ANGELES DISTRICT ATTORNEY'S OFFICE ISSUED A REPORT ENTITLED, **GANGS, CRIME AND VIOLENCE IN LOS ANGELES**, WHICH CONTAINED SOME STARTLING AND WORRISOME FIGURES ABOUT THE NUMBERS OF YOUNG AFRICAN AMERICAN, LATINO AND ASIAN MALES THAT ARE INVOLVED IN GANGS.

WHILE MANY INDIVIDUALS MAY BE CRITICAL OF THE LOS ANGELES COUNTY REPORT, IT IS CLEAR THAT WE HAVE A PROBLEM IN OUR COMMUNITY THAT DIRECTLY AND INDIRECTLY IS AFFECTING CHILDREN.

THE ANNOUNCED TRUCE BETWEEN TWO RIVAL GANGS IN LOS ANGELES IS A WELCOME RELIEF. I AM HOPEFUL THAT THESE TWO GROUPS CAN USE THEIR TALENTS TO HELP REBUILD LOS ANGELES.

IT DOESN'T MATTER IF THERE ARE 50 OR 1,000 GANGS, THE VERY PRESENCE OF ANY GROUP THAT IS TERRORIZING NEIGHBORHOODS AND SCHOOLS POINTS TO A FAILURE OF OUR GOVERNMENT TO PROVIDE ALTERNATIVES IN THE INNER CITIES.

NEARLY ONE MILLION CHILDREN FELL INTO POVERTY DURING THE BUSH ADMINISTRATION. A REPORT BY CHILDREN NOW, A NON-PARTISAN CALIFORNIA BASED ORGANIZATION (ENTITLED, **CALIFORNIA: THE STATE OF OUR CHILDREN**) FOUND THAT THERE ARE NUMEROUS WARNING SIGNS THAT HAVE GONE UNHEEDED. FOR EXAMPLE, EVERY DAY WE DO NOT TAKE ACTION TO HELP:

-- 3 YOUNG PEOPLE WILL BE MURDERED;
-- 12 BABIES UNDER AGE ONE WILL DIE;
-- 179 TEENS WILL DROP OUT OF SCHOOL; AND
-- 306 BABIES WILL BE BORN INTO POVERTY.

HEAD START, ESTABLISHED IN THE 1960S AS PART OF THE GOVERNMENT'S WAR ON POVERTY OR ONE OF THE GREAT SOCIETY PROGRAMS, HAS BEEN EXTREMELY SUCCESSFUL. I BELIEVE THAT MUCH OF ITS SUCCESS IS A RESULT OF THE KEY ROLE OF PARENTS IN MAKING DECISIONS ABOUT THE NATURE AND OPERATION OF THE PROGRAM AND IN PARTICIPATING IN THE CLASSROOM ACTIVITIES OFTENTIMES AS PAID EMPLOYEES, VOLUNTEERS OR OBSERVERS. SUCH EXTENSIVE PARENTAL INVOLVEMENT HAS INSPIRED SOME PARENTS TO BECOME TEACHERS IN HEAD START PROGRAMS.

I ALSO SUPPORT INCREASING THE WOMEN, INFANT AND CHILDREN (WIC) SUPPLEMENTAL FEEDING PROGRAM BY $200 MILLION IN AN EFFORT TO ENROLL AN ADDITIONAL 400,000 NEW PARTICIPANTS. WIC IS CLEARLY CREDITED WITH IMPROVING PREGNANCY OUTCOMES AND THE HEALTH AND NUTRITIONAL OF INFANTS AND CHILDREN.

HOWEVER, BECAUSE OF BUDGETARY CONSTRAINTS, WIC STILL DOES NOT REACH ALL OF THOSE WHO ARE ELIGIBLE TO PARTICIPATE. WE STILL NEED TO DO MORE TO INCREASE FUNDING OF THIS CRITICAL PROGRAM. FOR EXAMPLE, IN FY 1992, WIC SERVED SLIGHTLY LESS THAN 60 PERCENT OF THOSE ELIGIBLE.

OVER THE PAST DECADE, THE UNITED STATES HAS SERIOUSLY FALLEN BEHIND IN ITS IMMUNIZATION PROGRAM. WE ARE NOW RANKED BEHIND 16 OTHER NATIONS IN THE PROPORTION OF INFANTS IMMUNIZED AGAINST POLIO. THE ADMINISTRATION'S BUDGET REQUEST FOR IMMUNIZATION FAILS TO PROVIDE ENOUGH RESOURCES TO RAISE VACCINATION RATES AND ASSURE THAT EVERY CHILD RECEIVES PROTECTION AGAINST PREVENTABLE DISEASES.

THE MEASLES EPIDEMIC PRESENTS THE STRONGEST EXAMPLE OF WHAT HAPPENS WHEN MILLIONS OF CHILDREN LOSE ACCESS TO THE MOST BASIC HEALTH CARE. IN THE LATE 1970S MEASLES ERADICATION SEEMED WITHIN REACH.

BY 1983, THE UNITED STATES HAD BROUGHT THE NUMBER OF CASES DOWN TO AN ALL-TIME LOW OF 1,500. FOLLOWING A DECLINE IN THE NUMBER OF CHILDREN IMMUNIZED, A MEASLES EPIDEMIC STRUCK COMMUNITIES ACROSS THE NATION, HITTING HARDEST IN SOME OF THE LARGEST CITIES LIKE LOS ANGELES. IN 1990, THE NUMBER OF REPORTED CASES SWELLED TO 25,000.

IF THE ADMINISTRATION CAN PROVIDE MILLIONS OF DOLLARS FOR AN IMMUNIZATION PROGRAM IN DEVELOPING COUNTRIES, THE PRESIDENT CAN CERTAINLY PROVIDE FUNDING TO IMMUNIZE CHILDREN IN OUR COUNTRY. I SUPPORT SPENDING AN ADDITIONAL $150 MILLION FOR CHILDHOOD IMMUNIZATION, ESPECIALLY FOR THE UNDERSERVED COMMUNITIES.

THE DEPARTMENT OF EDUCATION ESTIMATES THAT STATE AND LOCAL SPENDING ON PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY EDUCATION MAY REACH NEARLY $249 BILLION IN THE 1991-1992 SCHOOL YEAR, A 39 PERCENT INCREASE IN SPENDING SINCE 1981-82. IN CONTRAST, THE FEDERAL CONTRIBUTION TOWARDS ELEMENTARY AND SECONDARY EDUCATION HAS DECLINED. THE FEDERAL GOVERNMENT MUST DO MORE TO ASSIST STATES AND LOCAL GOVERNMENTS IN EDUCATING OUR CHILDREN.

CONGRESS SHOULD ALSO:

- PROVIDE AN ADDITIONAL $700 MILLION TO ENABLE 700,000 DISADVANTAGED CHILDREN, PRIMARILY FIRST GRADE THROUGH 6TH GRADE, TO PARTICIPATE IN CHAPTER 1 -- COMPENSATORY EDUCATION, WHICH EMPHASIZES MATH INSTRUCTION AND REMEDIAL READING.

-- PROVIDE $200 MILLION TO TRIO TO ENROLL AN ADDITIONAL 400,000 NEW MINORITY AND LOW-INCOME STUDENTS TO PARTICIPATE IN PROGRAMS FOR COLLEGE-BOUND STUDENTS;

-- PROVIDE $2.5 BILLION OVER THE NEXT FIVE YEARS FOR THE FAMILY PRESERVATION ACT, WHICH IS DESIGNED TO STRENGTHEN AND PRESERVE FAMILIES IN CRISIS, REDUCE THE NEED FOR SUBSTITUTE CARE OR PROMOTE EARLIER REUNIFICATION OF FAMILIES FROM WHICH A CHILD HAS BEEN REMOVED.

THE SECOND "R" REPRESENTS THE URGENT NEED TO PROVIDE JOBS FOR THE UNDEREMPLOYED AND UNEMPLOYED, REFORM TRADITIONAL JOB TRAINING PROGRAMS FOR AT-RISK YOUTH AND EXPAND PROGRAMS THAT TRAIN ADULTS IN BASIC SKILLS.

AS PART OF THE URBAN TASK FORCE RECOMMENDATIONS, WE ARE SEEKING TO EXTEND THE TARGETED JOBS TAX CREDIT, WHICH PROVIDES TAX CREDIT TO EMPLOYERS WHO HIRE INDIVIDUALS FROM CERTAIN HARD-TO-EMPLOY GROUPS AND REWARDS EMPLOYERS WHO HIRE EX-CONVICTS.

WE ALSO MUST EXPAND THE JOB TRAINING PARTNERSHIP ACT BY PROVIDING AN ADDITIONAL $500 MILLION TO INCLUDE 65,000 NEW PARTICIPANTS IN PUBLIC SERVICE JOBS AND EXPAND THE YOUNG ADULT EMPLOYMENT PROGRAM. FOR THE HARD-CORE UNEMPLOYED IN AREAS OF HIGH POVERTY, THE ADULT EMPLOYMENT DEMONSTRATION PROGRAM COULD EMPLOY UP TO 20,000 INDIVIDUALS.

REBUILDING LOS ANGELES AND OTHER INNER CITIES IS THE THIRD "R" IN MY BLUEPRINT FOR THE INNER CITY STRATEGY AND A STRATEGY FOR OUR

CHILDREN. THE URBAN ENTERPRISE ZONES WHICH WOULD TARGET THE MOST DESTITUTE AREAS IN THE COUNTRY FOR ECONOMIC AND SOCIAL REVITALIZATION THROUGH TAX INCENTIVES AND TAX EXEMPT BONDS AND WAGE CREDITS IS ONE STEP IN THE PROCESS.

COMBINED WITH THE URBAN ENTERPRISE ZONE IS THE PRESIDENT'S "WEED AND SEED" PROGRAM, WHICH WOULD WEED OUT VIOLENT CRIME, DRUG USE AND GANG ACTIVITY FROM TARGETED HIGH-CRIME NEIGHBORHOODS AND THEN "SEED" THE TARGETED SITES WITH A WIDE RANGE OF INCENTIVE PROGRAMS.

ANOTHER STEP IS TO PROVIDE MUCH NEEDED EQUITY CAPITAL FOR SMALL AND DISADVANTAGE BUSINESSES. I AM INTRODUCING A BILL TO PROVIDE EQUITY CAPITAL FOR SMALL AND MINORITY-OWNED BUSINESSES AND A MEASURE TO ESTABLISH AN URBAN DEVELOPMENT BANK WHICH WOULD PROVIDE LOW-INTEREST LOANS TO ENTREPRENEURS. ALSO, WE MUST ENCOURAGE THE PRIVATE SECTOR AND DEVELOPERS TO BUILD AFFORDABLE HOUSING AND DEVELOP MORE COMPREHENSIVE MINORITY BUSINESS OUTREACH PARTNERSHIPS.

I DO NOT BELIEVE THAT THE CONGRESS AND THE FEDERAL GOVERNMENT ALONE CAN REJUVENATE THE INNER CITIES OR SOLVE ALL THE PROBLEMS ASSOCIATED WITH URBAN BLIGHT.

THE LOCAL AND STATE GOVERNMENTS AND COMMUNITY LEADERS MUST PLAY A PIVOTAL ROLE. PARENTS, TEACHERS, SOCIAL WORKERS, VOLUNTEERS, BUSINESS AND COMMUNITY LEADERS, POLICYMAKERS AND OTHERS MUST JOIN IN HELPING TO IMPROVE THE QUALITY OF LIFE OF OUR CHILDREN AND TO REBUILD LOS ANGELES.

TO REVERSE THE TROUBLING TRENDS AND THE NEGLECT OF THE LAST DECADE, CONGRESS MUST SHIFT FUNDS FROM DEFENSE TO DOMESTIC PROGRAMS TO SUPPORT THE THREE "R" BLUEPRINT FOR URBAN RENEWAL.

MANY OF YOU MAY RECALL THE SONG, **THE GREATEST LOVE OF ALL**, WHICH PROVIDES INSPIRATIONAL WORDS ABOUT OUR CHILDREN AND OUR ROLE IN THEIR LIVES.

"I BELIEVE THE CHILDREN ARE OUR FUTURE.
TEACH THEM WELL AND LET THEM LEAD THE WAY.
SHOW THEM ALL THE BEAUTY THEY POSSESS INSIDE.
GIVE THEM A SENSE OF PRIDE TO MAKE IT EASIER."

MARIAN WRIGHT EDELMAN (PRESIDENT AND FOUNDER OF THE CHILDREN'S DEFENSE FUND) CHALLENGED EACH OF US WHEN SHE SAID THAT:

"I HOPE EVERY AMERICAN WILL SAY TO CHILDREN..., COUNT ME IN IN ENSURING THAT THE LEAST AND MOST VULNERABLE AND INCREASINGLY PRECIOUS AMERICANS AMONG US WILL HAVE A FAIR CHANCE TO LIVE, GROW AND SERVE AMERICA AND THE WORLD."

I CHALLENGE EACH OF YOU TODAY TO MAKE OUR CHILDREN AND THE URBAN AGENDA A PRIORITY AND GIVE A CHILD A CHANCE TO LEAD THE WAY IN THE FUTURE.

Senator HARKIN. Congressman Dixon, thank you very much.

I would ask Congressman Dixon, as a Member of the Congress, if you could join us over here. I do not know what your time schedule is and what duties you have elsewhere, but please join us on the dias if your time permits.

Mr. DIXON. I will be glad to join you today. One of the programs, as you know, that we are very much interested in is transportation, for several reasons. It provides opportunities for people to move from one community to another for jobs, but as important, it is also a fast way to get appropriate money into the pipeline for jobs, but you have to be trained.

So, the Secretary of Transportation is coming out today and I am joining him on a tour of a project that we hope to complete here. But I will be very glad to join you for a short period.

Senator HARKIN. I appreciate that.

STATEMENT OF EDWARD JAMES OLMOS, ACTOR, LOS ANGELES, CA

Senator HARKIN. Next, an individual that really does not need to be introduced to anyone in this audience certainly, and actually no one across this country needs to be introduced to Edward Olmos.

He is an accomplished performing artist, someone who has never forgotten his roots—born and raised in east LA—and he has committed himself to this community and to the young people of this community.

He has a history of staying with young people, activism in the community by being involved and trying to give people hope and encouragement, and by bringing people together working. Certainly that was most evident during the recent riots in LA.

Again, I speak just as an American and I thank you very much for that, Mr. Olmos. You have set a very high standard for not only everyone in your profession, but for people all over this country.

So, I welcome you to this subcommittee and you know what we are about. We are trying to make a record. We are trying to figure out what is the best course of action.

And, obviously, through this subcommittee that I am privileged to chair flows nearly every Federal dollar to the programs about which we are speaking, programs that focus on the early parts of life.

Mayor Bradley talked about AIDS. AIDS money also flows through this subcommittee; pediatric AIDS, AIDS research, things like that.

What I am trying to get a focus on and what I am trying to get a handle on is, "What should we be doing?" Should we be doing something different? How important are these programs, these early childhood programs, in ensuring that we have people who grow up with well-balanced education, socially, culturally, and in ensuring that we have people who believe they have a stake in our society?

That is what we are about and I welcome your perspective and your thoughts and your suggestions as to what we ought to be doing. So, I turn the floor over to you.

Mr. OLMOS. Thank you, Senator. It is an honor and a privilege to be here. Needless to say, we are, everyone in here is, concerned with the child.

I think that everyone in here has placed the child in the position where that child should be, and that is first. When we look at the child and we place the child first, before politics, before religion, before color, before race, when we do that, we actually are placing forward not only the child, but the elderly, because when looking at the child, you immediately see what that child is going to be and he is going to be old.

So, immediately they become one, but the child must be placed first and that is one of the most extraordinary things that I find today, is that we are still having these hearings, that we have to reinforce the value that children, and especially preschool children, are really the essence of the future of the existence of mankind on this planet.

It stifles me sometimes and I get very emotional about the understanding that we have bred in our society something that has never been seen before in any society and no one is speaking about it and no one has even begun to take a look at it.

Some psychologists, many anthropologists, have praised the words I am about to say, not because of what they mean, but that somebody is actually now verbalizing it. Children are killing children for no reason.

This is a phenomenon that has never been seen before in the history of mankind. No society in recorded history has ever bred a child killing a child for no reason. This is the first one. America. Gross national product No. 1.

When you look at this and you start to ask that question of anthropologists and of psychologists and sociologists, they come up with an understanding of saying, "Eddie, we saw it coming. We saw our children go into behavior that was known throughout our existence of mankind, which is the gang mentality."

Now, I have this short situation of seeing five children walk down the street to go play basketball. Are they a gang, Senator?

Senator HARKIN. Well, in my understanding of the term, no. I would consider it a group of young people out to have a good time. They are going to go out and play basketball.

Mr. OLMOS. That same group finishes playing basketball. They make a left-hand turn and go rob the liquor store. What are they now, Senator—the same five.

Senator HARKIN. Well, they are in trouble.

Mr. OLMOS. They are in trouble. Would you consider them to be a gang?

Senator HARKIN. I guess you are right. I see your point. They are considered a gang then, right?

Mr. OLMOS. The point is that the word itself has been misappropriated, totally. Whether it is negative behavior and positive behavior done by a group of individuals is the name of the situation, because that is what it is.

A gang of kids going out to play basketball, everybody says, "Yea." The same gang of kids ends their game of basketball and goes and steals a carton of milk or a soda. All of a sudden everybody says, "They are a gang of kids that came walking into my store and they took over my place."

These are our children. All right? These are our children, whether they come in black, white, brown, yellow, or red, and I will tell you these children have been taught this behavior. This has been passed onto them.

Not one of these children up here right now will go off and do anything negative, unless he is taught that behavior, honestly taught that behavior by his family, by his society, by his community, by his spiritual awareness, by his lack of trust, by his lack of confidence.

So, when you start to dissect the children killing children, you have to realize something. We had children from the duration of mankind.

When there was the sabre tooth tiger, one of the meanest animals on the face of the planet, and one of us was trying to combat and go out hunting for our food and we went up against the sabre tooth tiger, we had a problem.

So, four or five of us went out together to go get food because if we saw the sabre tooth tiger, we would end up attacking that tiger from different sides and, guess what, our gang was heavier than that sabre tooth tiger and sometimes we won. That was the concept.

The behavior of the riot that we just finished seeing was behavior that has been taught to us as a way of no taxation without representation. I learned it from the Boston Tea Party. When did you see it the first time?

These kids were honest. They were brutal in their honesty, vindictive. As stated by the Congressman so eloquently, and Mayor Tom, these are extraordinary times where the gang problem is a big problem. Our children are armed and they are dangerous.

"60 Minutes" said there were 90,000 guns confiscated last year in the schools; 2 weeks before the riot, they found 13 handguns in the LA city grammar schools; 13 in the LA city grammar schools were confiscated from grammar school children, 13.

Two crates of hand grenades; 22 pipe bombs found amongst our children, with an antitank missile launcher, disposable. They are armed and they are dangerous.

But one thing I want to tell you, Senator, there are children, that when you brought in the militia, the National Guard, I was so frightfully afraid. That is why I grabbed my broom and said, excuse the expression, "——— it." I did not ask anybody to join me. I grabbed a broom and I started to sweep.

I swept the AME church first, then I swept across the street, and all of a sudden my partners who were with me were saying, "I do not know what we are doing. There are three of us here."

All of a sudden a group of gang kids came from the Community Youth Gang Service. AME church did not know what we were doing there. We were just sweeping their parking lot.

And then we went down the street and the Community Youth Gang Services brought a truckload of young gang member kids, with their brooms. They had heard me on television and said, "We will be there", and, boom, and they came. Nobody asked them to come.

I could not have asked anybody to go in the war zone. There were bullets flying. There were guns flaring. There were buildings blowing up. Firemen were being hit by bullets and being chased by kids. Looting was rampant.

I went out at 5:30 in the morning. By 6 there were 24 of us. By 6:35 people had come out of their homes and started to join us. A driver of a bus came by, jammed on his brakes, came up, African-American man, threw his arms around me, started crying, and said, "You said you were going to be here and you are here. Bless you. Bless you. Bless you."

He gave me a kiss, jumped in his bus, and just felt good, and went driving off. My partner, Danny Hara, turns to me and says, "Now I know what we are doing here."

All we did was show an initiative and what I am telling you is children are killing children for no reason. You want to talk about this any further with the President of the United States—I tried like crazy to get in and see that man.

It made me angry that I could not see that man. It made me angry that people in the streets could only hear his voice through television and there was not one common person on the streets that he went up to and said, "I know your pain. I know what you are doing here. I know what is gone on here. I understand what you are going through."

He could not do that. He went to all the community leaders and I finally told Dr. Sullivan, I said,

> Dr. Sullivan, we need a leader who can honestly walk into the mouth of the dragon and say to the dragon, "Excuse me, ma'am, but you have bad breath. I know why you have bad breath. You forgot to brush your teeth. Here is the toothbrush."

That man cannot lead this country, nor can any man that is running at the present time lead this country, and that is the sadness. Do you know why? I do not blame the Republicans for the State of the Union. They are not smart enough to have gotten us into this mess all by themselves.

Senator, I blame politics and the political structure, the way it has manipulated itself so that you, as a Democrat, cannot talk to a Republican and a Republican cannot talk to a Democrat and an Independent has to come out. Who knows what that man stands for? And he will win. And then both parties are going to separate themselves from him and he will be a lame duck.

And that is our future for the next 4 years, for the children.

I say to you, Senator, this is the most important moment of your life because I am going to ask you a question for the children.

For the children, I want to ask you a question. For the children who do not have a voice, and we all know they do not have a voice, you are going to hear—and I am so glad to see names like Tiffany Fenderson, and Christelene Ennis, Veronica Gutierrez, and Dr. Carolyn Reid-Green and Dr. Shirley L. Fannin and "Sweet" Alice Harris, because that is what we need. We need the voice of the feminine side of our society to speak loud and clear.

Until we have a President that is feminine, an understanding female, we are going to have a hell of a problem. But you know what is going to make that problem go away, talking about children, talking about the state of this country? The hole in the ozone layer.

We are all going to stop looking at each other and we are going to start looking up. All of us are going to say—in Germany who are hating the Turks, or in France who are hating the Arabs, or in London who are hating the Africans, or Russians who are hating Russians and Jordanians and the Armenians and the Yugoslavians who cannot stand each other, they will stop their behavior. They will put their guns down and they will look up at the hole and they will say, "My God. No child will survive. We have blown it. We have literally, literally blown it."

We are so invested and infested with our own self-importance that we are destroying it.

I am going to try desperately, God willing, to go to this Earth summit to monitor our President, because obviously I do not think in an election year he can do anything to help the environment and that is the sadness of our politics.

He would rather sacrifice the future of this planet, than to make a bold step forward and speak the truth about what we contribute to the world problem.

And that world problem, when you look at it in the environment, is a direct, direct, direct assault on the children of this planet.

So, if you want to talk about how we must place the child first, I totally agree with you, 1,000 percent. But I ask you to put away any more political agenda. Unite the Congress and the Senate. Grab hold of the arms of the President even as he lives right now. Stand right by his side and say, "The children come first." Ring it out loud.

Let all of the Congress and all of the Presidency and everybody stand together as a visual image and say. "The children shall come first."

Boy, I will tell you, it will be hell and high water before you guys do that. Do you know why it is so difficult for us to do that? We cannot even say we are sorry to the native American. We do not know how to.

Talk about the—the Vice President has a lot of gall talking about the moral values of this country, that they start in the family. They do, but this family was dilapidated the moment it stepped foot on this continent and did not say, "Excuse me, this is your home. Thank you for letting us step on your land."

The 500 year anniversary is coming up of the discovery of this continent. No one knew it was lost. But the 500th anniversary—and I have been asked by my own, I mean, I am a Latino, a full-blooded. I am a political statement just sitting here.

I am an American of Hispanic ancestry and I speak very straight and I will tell you—they have asked me, my own—hey, 500 years ago we came here. Let us show our contributions toward the advancement of the Americas by way of the Latino and the history of the Latino because we need it. It is our time. It is our place.

You know what? The Latinos should just be saying, especially the Spaniards should just be saying, "Excuse us for what we did to annihilate the indigenous people of this continent."

And I am an indigenous portion of this. I am Mestizo. I am part Aztec. I am part Mayan. And the other part of me is Hungarian and Jew and Spanish and African, Asian, too. So, when you speak to me, you are speaking to everyone, especially you are speaking to my mother, whom I love dearly.

The feminine aspect of my life is really becoming in balance. I pray that it will become in balance. So, for the future of the children, place the children first and realize that children are killing children for no reason and this is a phenomenon that has never been seen before in the history of this planet.

It was just a cry being set forth by the individual. I am talking about children killing children. We have not had children killing since the beginning of mankind's war against one another, and for different turfs and for different gang situations and for territory and for drugs and for—all of that we saw spring really hard from the 1960's and the 1970's into the 1980's, but what we found out in the 1980's into the 1990's is the concept of children killing children for no reason.

It became a reality when we saw the very first time there was a drive-by shooting and the kid handed another kid a gun and said, "It does not matter which one. It does not matter", and then just shot, and the high, the organic high, much higher than you can get on cocaine or on any drug.

Ask anybody that has been out in the war and shot a person. Ask them what they feel like. Have you ever fired a gun? Have you ever shot at a target? Have you ever hit that target? A tremendous feeling. Wow, I did it.

Well, multiply that by mega times of what it feels like to pull the trigger on another human being, especially if you are 10 or 11 years old.

Do you know that—get a load of this. Los Angeles County juvenile hall system, the largest juvenile holding facility in the country—it is the largest—85 percent of the children in there are Latino; 40 percent of the children in the LA County juvenile hall system are in there for murder. That is 7, 8 years old, 9 years old, 10 years old, 12, 14 years old, 15 years old.

Now, we have a problem, and I praise you, Tom—I praise you from the bottom of my heart because I think that you are going to go back and I think that you are going to stand very firm on the fact that children are first.

Children come before religion. Until the Catholic calls the Protestant a mixture of the Jehovah Witnesses, not linked to the bar mitzvah, is the day that I say that religion understands that the children are correct. When religion is at the point of understanding, it should be the point of entry and then they will help.

Everybody thinks they are helping the children by saying, "I am helping the child." Politics says that and they put the child here and they put economics here and they put the elderly here. No; enough of that. Put the child first, then put politics, put education, put all economics, put family bonding, everything else underneath it with the child first because when you put the child first you put the elderly right along side of it.

The elderly have been actually so afraid of the fact that, if you just look at the child, you are going to forget about us, that it stifles, it stifles programs for the children. They vote more than almost any other group in the country and they vote out situations for children. More education? No, not right now. I want to make sure we have money for us, and rightfully so. Who would not have that fear?

If I was 75 or 80 years old and I did not have any kind of social services coming toward me, what could I do? I would be saying, "Well, they want a new initiative on that. Oh, my God, no. Cannot do that. That will take more money away from us and we do not have enough money as it is."

So, you have got to put the child there and you have got to make sure that the elderly feel like they are being taken care of at the same time, and when you do that, Tom, I promise you, you will see a change. It is not an overnight change, but it will happen.

I thank you very much for putting up with my hysterics. God bless you.

Senator HARKIN. Ed, thank you very much for that. That was very powerful. I almost felt like I was on the witness stand.

Mr. OLMOS. You are, Tom. So is the Congressman. His responsibility is to make sure that he unites hand in hand with the Republicans and the Independents and to bring some children first and stop politicking around because I am telling you there is not too much time left.

Senator HARKIN. A lot of the things you said just really strike home with me. We politicians give speeches, we pass bills, we work on programs.

Someone once said—and I do not know where it comes from maybe my staff can tell me—that if you want to see the priorities of the Nation, do not listen to the politicians' speeches, or the speeches of the business community, look at the budget. If you want to know the real priorities, look at the budget. Where are you spending the money?

So, look at the national budget. It tells you where our priorities are. Children are last. Investment in these programs is last. So, it is not even a priority.

I would say somewhat in my defense—I do not know if I can defend myself, but we try to change those priorities. The budget wall we have now was passed in 1990. It sets up three separate items: defense, international aid, and domestic spending.

It was agreed upon—I did not vote for it, but it was agreed upon—that if you decreased in any one area, you could not transfer it over to another area. Now, that lasted through next year, right, Julian?

Mr. DIXON. Yes.

Senator HARKIN. And I thought, you know, that was passed in 1990. Well, you know, the Berlin wall is down. Last year the Soviet Union collapsed. The whole world has changed and yet we continue to live with these walls, these budget walls.

Last September, as the chairman of this subcommittee, I offered an amendment on the Senate floor to transfer one-half of 1 percent from the military budget to these programs, $3 billion, one-half of 1 percent. I got 28 votes.

Well, there has been this agreement. I said, agreements? Do not tell me about agreements. Tell me about what reality is.

That is the bad news. I guess the good news is we tried it again about 1 month ago and we got 40 votes, so at least we are moving in the right direction anyway, but until we can break these laws down and transfer some of that money over, the budget priorities are still there.

That is no way of excusing it. I am just saying that we have got to get people to focus on this.

I am going to defer to Congressman Dixon on that.

Mr. DIXON. Well, you have said it very well, Tom, but the American public have some responsibility here, too. The budget agreement was a reflection of what was perceived as the No. 1 priority in this country, and not probably anyone in this room, in starting proposition 14.

I was a little younger then and I was shocked that it passed because no one I talked to had voted for it. But the No. 1 issue was reducing the deficit. That was what polls told us was the No. 1 issue.

So, perhaps no one in this room thought that was the No. 1 issue, but the American public and the politicians, instead of showing leadership, responded by trying to respond to that kind of groove.

As you well know, Tom, we now have another issue coming before Congress and it is coming up on the House floor on June 10, and that is the balanced budget amendment.

A lot of polls are saying that the American people perceive a balanced budget amendment is the appropriate thing to do at this time. So, I do not know whether you would have the courage to show leadership in Government, and if you do you are criticized, but I think that that is the responsibility to show leadership notwithstanding reelection.

That is very difficult for men and women to do.

Mr. OLMOS. I totally agree. I will just say one more thing. I totally agree with you, Congressman, that it really is up to the people and they are—believe me, they are responding; 64 percent more people registered to vote Latino this year than ever before. We are a strong voice in registering children at the age of 18. I go to high schools constantly and that is all we do is register people to vote.

We will speak loud and we will speak very clearly and it will take about another 4 years of this kind of behavior before things will change very drastically. God willing, we will maybe get, like I said, the voice of the feminine aspect of, not only women, but of men to speak loud and clear and to be sensitive. That will help you a lot.

Senator HARKIN. Let me ask you a question, Ed. I was in San Francisco yesterday and I just completed a hearing like this in Newark, NJ, the day before yesterday and I was a guest on a call-in radio program. This was yesterday. And the question was put to me thusly:

> Senator, you talk about all these programs, but is it the responsibility of the Federal Government to raise our kids? Is that not the responsibility of parents and families? Furthermore, why should we be helping people to act irresponsibly?

That is just the way it was put to me, so I will put it to you.

Mr. OLMOS. I think that we have to support the people that we have bred. This is an American tragedy. They are our children. They are not somebody else's children. They are our children—every child out there is related to me. Stop for a second. These are our kids, especially in the county of Los Angeles.

What do you mean we should not help these kids? How did they get to be this way? Society taught them to be this way.

Granted, the family unit is dissipating and malfunctioning, but that is a product of years and years and years of degeneration of the family unit within the structure of the American society, period. It has nothing to do with today or yesterday or two generations ago.

You say to me, should the Federal Government support family values and support our children and supply jobs for the future of our children? Yes; much more so than trying to bail out the S&L situation. Much more so than building armament to protect the rest of the world from what?

Senator HARKIN. But you see this is the philosophical argument that is going on.

Mr. OLMOS. Totally. It has been going on for so many generations that the children are killing children for no reason. Time out. And there is a hole in the ozone layer. So, I am going to stop right there. I do not have to move. I checkmate all of you guys. You are all checkmated. There is no more future for our children if you do not fix the hole. There is no more future for our children if we do not stop the behavior of them killing each other.

How do you stop that? You have to start from the beginning and you have to start looking at the political agenda of people in general. The economic power and where we are spending our money and how we spend our money. You are right on, Tom. It is like preaching to the choir. Congressman Dixon said it.

The reason that we are so animated and so pushing for this to be understood is that you have an opportunity, Senator. You are there and all I say to you is you go armed with all the information you get, but all you need to say one time to all the Senate and the Congress is children are killing children for no reason and it is the tip of the iceberg.

If you thought crack was bad, you wait until the kids find that high. They are already doing it in Wyoming. They have already done it in Peoria. They are doing it in Kansas. They have done it in Washington. They are doing it here in LA. We had 771 gang-related murders last year.

Senator HARKIN. Ed, I cannot tell you how frustrating it is for me and I know I speak for Julian, how frustrating it is when you see the riots that happened here and the President's spokesman comes out and says, "Well, it is the direct result of those programs of the 1960's." It drives me up the wall.

Mr. OLMOS. Senator, it is OK. I mean, you understand where he is coming from. He is looking for the answers and this is an answer that somebody gave to him from his constituency. One of his people said, "This is what you have to say now", and he goes, "Oh, OK, this is what I think", and he did it. He does it.

I mean, the whole way that this—but, you know, all that has to be cleared. It has to be cleared in a manner that is very, very easy and obtainable. Just grab the President's hand and say, "You know, I am a Senator and I am here to say that I support your love of child. Let us start putting the children first."

He is going to say, "Oh, of course, I have always done that. OK, let us put bipartisan situations to the side." Grab all of the people in the Senate and the Congress together, and the judicial system, and say at one time with one voice, "We, as the United States of America, the politics of the United States, confirm at this moment to put the children first", and make sure that the elderly feel very secure, very secure, because they are the ones who vote the most and they are the ones who actually turn the situation in their favor, and I do not blame them.

Senator HARKIN. Do you feel that there is a great amount of frustration and anger among people in America today? Let me rephrase that. We know there is a great deal of anger and frustration with the political system. Believe me, I can attest to that first hand.

Mr. OLMOS. We do not trust it.

Senator HARKIN. They do not trust it because there is such a divergence between what we are saying and what actually is being done. We say these things but nothing ever happens.

Mr. OLMOS. And you are examples. See, I was taught by example. I was not taught by words. I was taught by the behavior of the streets and being able to see this example coming at me and I saw the repercussions of the example.

We have set a terrible example forward, man. We set it in the Boston Tea Party and we set it even worse this last 4 weeks ago. I mean, there are so many people that are afraid of the fact that the Bloods and the Crips were together with the Korean merchants and the Korean merchants and the Bloods and Crips sat there with bandannas over their faces and they are saying, "Well, we are going to get them to help us protect our stores."

Panic. Panic. I mean, people are going, "Whoa. What is that? What was that?" I understand that it is the best thing that could happen, is for these two groups to come together, but by God almighty, think. Concentrate and focus on the child.

If those two groups had been focusing on the child, their words would have come out a little bit different. Their understanding would have come out a little bit different. It is very difficult what we are going through and I will tell you, we are going to have to go through it another 4 years.

I hate to say it and everybody here sits there and goes, "I cannot see it coming. I cannot believe that this will happen." But it will because we still do not have the ability—it is an election year. This could not have hit in a better time because it really exposes all the difficulties of our system.

You know he cannot make a move. He cannot go to Rio de Janeiro and help the environment. He cannot do it because he would have to set forth a motion that would make every person making money in America into another kind of behavior because we take up 80 percent of all the world resources and we make 80 percent of the problem in the environment. We are a big problem.

For our leader to go there and say, "OK, I want to sign." Whatever they come up with, he cannot sign it. I do not care what they come up with. He is not going to be able to sign it. And I am going to be there to say, "There we go."

That is the problem of it. I understand your frustration. But you can—you are armed with a very, very—and you should research it. It is a phenomenon that can actually destroy the very fiber of the existence of this country and it is spreading.

It is like coke. It is like crack. If we would have stopped it when everybody said, "Hey, there is a problem. We have got this new drug", but we did not jump on it because it was only in the ghettos. It was only being used by African Americans and Latinos.

Now, sorry to say, man, it is being used by a lot more people than just us.

So, I say thank you very much, Tom, for everything that you are doing. God bless you.

Senator HARKIN. Thank you.

Mr. OLMOS. Go for it. [Applause.]

Senator HARKIN. Thank you. Thank you very much.

As Mr. Olmos said, one of the things we are doing in our hearings is traveling from Washington to other cities around the country. This committee wants to hear from those that most directly affect it and that is our young people.

So, as we started in Newark, and as we are going to continue today, I want to hear from some young people who have been participating in some of these programs and who have lived in these communities.

STATEMENT OF VERONICA GUTIERREZ, ADOLESCENT FAMILY LIFE PROGRAM GRADUATE, LOS ANGELES, CA

Senator HARKIN. So, I would like to call to the witness table Veronica Gutierrez, Tiffany Fenderson, and Christelene Ennis. Just come on up here. I will introduce you a little bit more as soon as you get up here. This is Christelene. How about Tiffany Fenderson? You are Tiffany?

Now, the voices of our next witnesses belong to three young people who we believe have profited from their experience with some of the early intervention programs we are here to talk about today.

First, I will welcome Veronica Gutierrez. Veronica is 17 years old, has two children; one 3 years old and one 9 months old.

Ms. GUTIERREZ. Three months old.

Senator HARKIN. Three months old. She has been in the adolescent family life program for approximately 10 months. Since February since she has been active in the support groups to assist other teenage mothers and has taken a leadership position in these programs.

Veronica dropped out of school after the eighth grade and she is now in a volunteer dropout recovery program operated by Altimate that will lead to a GED. And I understand Veronica is also recently married, so we welcome you here.

Next, we will hear from Tiffany Fenderson. Tiffany is a 16-year-old 11th grader with a 3.5 GPA. That is pretty amazing. She is also a Head Start graduate. Tiffany's goal, I am told, is to attend Spellman College and become a pharmacist. She has won gold medals and trophies in swimming, has participated in the Junior Olympics for swimming and works as a lifeguard at the Los Angeles County swimming pools.

She has done volunteer work at hospitals and at Head Start programs and she is enrolled in a leadership training program with Pepperdine University. We are glad to have you here today with us.

We are also lucky enough to be able to speak to another Head Start graduate, Christelene Ennis. Christelene is 9 years old, in the fourth grade at a Catholic school in Compton. She is a B-plus student and she wants to go to college and become a teacher or a nurse.

Christelene likes to roller skate and read. She is on the drill team squad at her school. She is taking a computer class and she is an usher in her church. We also thank you for being with us today Christelene.

So, all of you, thank you very much for being here. You are the ones—well, obviously I like hearing from the Mayor and Edward Olmos and Congressman Dixon, but you are the one we really want to listen to because you are the ones that can teach us what we ought to do.

So, your statements will be made a part of the record and, Veronica, we will start with you. The floor is yours. Please proceed as you so desire.

Ms. GUTIERREZ. Good morning. My name is Veronica Gutierrez and I am pleased to be here today to speak to you about more programs for teens and their children.

Being a teen mother myself I know how difficult it is for someone my age to learn that she is pregnant and not be aware of what needs to be done next. It is very scary. You really are not prepared for all the changes that will take place and you feel that your whole future is uncertain and will be completed different.

I became pregnant when I was 14 years old. I am 17 years old now and I have two children of my own. As you know, you do not generally get a positive reaction from most people when you are young and pregnant. This is yet another issue which teen mothers must deal with.

This is a time in a teen's life when they need even more support, encouragement, yet most of our parents and friends do not react this way.

I have found that there are not many services, particularly targeting teen mothers and their children. This is very unfortunate from my personal experience. I can assure you that offering more services and programs could make all the difference in the world when it comes down to our future.

I am currently a client of Altimate Health Services Teen Program. This program has made a tremendous change in my life and the lives of my children.

This program is designed to assist teen mothers with educational, health, and social services, such as prenatal care, parenting classes, nutritional information, and family planning.

I have met many of new friends through this program and it means very much to me to be able to talk to them about the same concerns that I might have.

The case workers at the program have helped me to restore confidence in myself and encouraged me to contribute ideas to make this program stronger and to help other teen moms. They care about what I think.

I enjoy volunteering my time to help coordinate activities to get teen mothers involved as I know they would benefit from this program. The greatest problem that I see is one of money. To do more things from their hectic schedules, case workers have to try and get donations any time we want to have a special activity for the teen mothers and their children.

Transportation is a need for many teen mothers; child care, study books, educational materials, even strollers.

We are trying to train ourselves and our children to be more responsible citizens. More money for this type of program is a very worthwhile investment for our future.

Altimate Teen Program is like a second home for me. They are all like families. We share our problems and joys and we are studying together and learning how to raise our children together. It is because of this program that I am able to be here today to tell you how important it is for us to be heard.

We are talking about building our futures and our children's futures as well. It is hard to do it alone, and so many of the teens out there feel very much alone. I plan to continue studying and working hard to create a better future for myself, my children, and other teen parents.

I ask you to continue supporting and developing programs that will make a difference in the lives of teen mothers, to give them the guidance and encouragement they need to start planning for a happier future.

With the proper support system in place I know they will do so. Thank you for the opportunity and your support. [Applause.]

Senator HARKIN. Thank you very much, Veronica.

STATEMENT OF TIFFANY FENDERSON, HEAD START GRADUATE, LOS ANGELES, CA

Senator HARKIN. Tiffany, again, welcome to you and the floor is yours. You may proceed as you so desire and tell us what you think.

Ms. FENDERSON. Good morning. Head Start has made a definite impact on my family, as well as myself. When I entered Head Start at the age of 3, my sister had previously been in Head Start 2 years ahead of me.

My mother, who is a single parent, became involved in the program with me, along with my teacher. The three of us became a team. I soon lost my fear of being alone. I became active, no longer afraid to perform. A foundation was laid that would enhance all areas of my life.

By introducing me to listening, observation, and social activities I have been able to participate in various activities from Head Start to now, such as reading programs, drill team, Camp Fire, computer fund, art, singing, homecoming queen fundraisers, vice president of the sophomores, and Hugh O'Brien leadership conference.

Leaving Head Start and entering primary education, I began reading in kindergarten, reading over 1,000 books. In secondary education I have concentrated on my career goals. I attend a college preparatory high school.

I have much to be thankful for from Head Start, for, indeed, it gave my family a head start. My mother, after entering Head Start, became a dynamite mother and woman. She has volunteered over 10,000 hours in Head Start, Camp Fire, church, and various other community service programs.

She was parent policy council chairperson, where she learned budgeting, interviewing skills, teaching, and now runs two child care programs.

My sister has achieved honors in various areas of her life, due to the foundation she received at Head Start. She now attends California State University at Dominguez Hills. Her goal in life is to become a concert pianist.

Head Start extended back to my grandmother who was able to return to the work force after 30 years through the training she received at Head Start as a community volunteer.

As I look back, I realize the values that Head Start has instilled in me. Health, nutrition, education, and parent involvement are the keys that have made my life as rewarding as it has been and they will remain a large part of my future successes. [Applause.]

Senator HARKIN. Thank you very much.

Is your mother here?

Ms. FENDERSON. Yes; there she is right there.

Senator HARKIN. Stand up. Let us applaud a great woman. [Applause.]

That is great.

STATEMENT OF CHRISTELENE ENNIS, HEAD START GRADUATE, LOS ANGELES, CA

Senator HARKIN. Christelene, welcome to you and please tell us what is on your mind.

Ms. **CHRISTELENE ENNIS**. Good morning, my name is Christelene. [Pause.]

Senator **HARKIN**. Now, Christelene, you are OK. Is your mommy here?

Ms. **CHRISTELENE ENNIS**. Yes; there she is.

Senator **HARKIN**. Well, let us get her. Come on up here and help us out, my goodness sakes. We will just take a little bit of a break right here and I will get my papers straightened out, too, and make sure I am on board with everything here.

STATEMENT OF VERONICA GUTIERREZ

Maybe I can ask—maybe I should just ask Veronica and Tiffany a couple of questions, and then we will get to Christelene here. Christelene, you can listen to them for a couple of minutes perhaps?

Veronica, 2 days ago in Newark, NJ, we had a similar panel of young people, such as yourselves, that had been through the Head Start program and various others, but mostly Head Start programs. Did you participate in Head Start?

Ms. **GUTIERREZ**. No; I did not.

Senator **HARKIN**. You did not participate in Head Start.

Ms. **GUTIERREZ**. No.

Senator **HARKIN**. So, really, your first involvement was really with Altimate?

Ms. **GUTIERREZ**. Yes; it was.

Senator **HARKIN**. And Altimate is what? Tell me a little bit more about Altimate. What does it do?

Ms. **GUTIERREZ**. It is a program that helps young teen mothers who are pregnant or have kids to restore confidence in themselves. In case they have any problems, they go there and we get counseling or help from the case workers there.

We go to school there. They take us to activities such as pageants and so forth. That kind of thing.

Senator **HARKIN**. So you went through grade school through eighth grade?

Ms. **GUTIERREZ**. I left the eighth grade. I did not go to eighth grade.

Senator **HARKIN**. You left the eighth grade.

Ms. **GUTIERREZ**. Right.

Senator **HARKIN**. And then had a child about that time?

Ms. **GUTIERREZ**. No; about a year after.

Senator **HARKIN**. About a year after that. And so now you are trying to catch up?

Ms. **GUTIERREZ**. By going to school. I am studying hard.

Senator **HARKIN**. I see. Tell me, what advice would you give to a young girl who is in the eighth grade right now that is maybe thinking about dropping out?

I will even be more forthright than that. What advice would you give to a young girl in the eighth grade or ninth grade today that is thinking of having sexual relations with a man. What advice would you give her?

Ms. **GUTIERREZ**. I would advise her to wait. If I could have waited to have my children, I would have waited. I think that they should keep on going to school, finish their education, get a career, and then plan to have kids if that is what they want. I think the best thing to do is wait, especially when you are so young and you do not know what your future is going to be for the next 10 years.

Senator HARKIN. I believe you are saying that, from your standpoint, would have a greater impact than my saying it, for example, because you have lived it and you are recently a new mother. I think what you have just said needs to be said to a lot of young people.

Ms. GUTIERREZ. Yes; I feel the same way and for that reason we would like to go to schools throughout the community and speak to them about what it is like to be pregnant and if there are any girls who are pregnant, where they could go for help.

Senator HARKIN. What services that you have needed have been the most difficult to get for you and your children? What has been the most difficult to get?

Ms. GUTIERREZ. Well, for me, planning family, definitely family planning.

Senator HARKIN. Family planning.

Ms. GUTIERREZ. For me, yes. For my kids, going to the doctor and getting immunizations, that sort of thing, and child care.

Senator HARKIN. When you were pregnant with your first child you were 14 years old.

Ms. GUTIERREZ. Yes.

Senator HARKIN. Did you have maternal and child health care services?

Ms. GUTIERREZ. Not until I was about 6-months pregnant.

Senator HARKIN. Nothing in the early stages, but from 6 months on you did?

Ms. GUTIERREZ. Yes.

Senator HARKIN. Did it help?

Ms. GUTIERREZ. Yes; it helped a lot.

Senator HARKIN. And after the child was born, did you have other kinds of help?

Ms. GUTIERREZ. Yes; regular check ups with the doctor.

Senator HARKIN. Have you heard of the program called Women, Infants and Children's feeding program?

Ms. GUTIERREZ. No; I have not.

Senator HARKIN. You have not heard of that.

Ms. GUTIERREZ. No.

Senator HARKIN. So you did not participate in that at all.

Ms. GUTIERREZ. No; I did not.

Senator HARKIN. Now, your oldest child is, what, 3?

Ms. GUTIERREZ. She will be 3 in November.

Senator HARKIN. Are you going to be able to get her in the Head Start program?

Ms. GUTIERREZ. Yes; I already put her on the waiting list.

Senator HARKIN. That is another question I did not ask. What are the waiting lists like? I think I will find that out from the last panel that is coming up here today, what the waiting lists are like, I guess they are probably pretty long.

Ms. GUTIERREZ. Real long.

Senator HARKIN. Tiffany, let me ask you—you are doing very well in school, obviously—3.5. I wish I could have done that well when I was in school, to be honest about it.

Did you enjoy your experience as a Head Start student?

Ms. FENDERSON. Yes.

Senator HARKIN. It sounded like you did. It sounded like your mother enjoyed it, too.

Ms. FENDERSON. Yes.

Senator HARKIN. Do you think it kind of helped bring your family closer together?

Ms. FENDERSON. Yes.

Senator HARKIN. You, your mother, and a sister?

Ms. FENDERSON. Yes; me, my mother, and my sister.

Senator HARKIN. What do you think was the biggest benefit from Head Start? In your own words, how did it help you?

Ms. FENDERSON. Well, it helped me in getting a relationship with my mother because, like I said, my mother was a single parent and it helped her out through getting us a good education without my father being there.

Senator HARKIN. Two days ago in Newark, NJ, I had a young woman, an African American, who had been through Head Start. She is now 30 years old, so she was in some of the first Head Start programs. She is now a doctor. She got her medical degree. She is just in her residency right now in radiology. So, obviously she is very accomplished. She went to Cornell University and is now going to be a practicing medical doctor.

She said that the biggest benefit she got from the Head Start program was that it gave her the hope that she could fulfill her dreams, that she could really be what she wanted to be and it brought her and her mother closer together.

I thought about that. I thought about the fact that dreams and hopes are born early in life. Do you feel that Head Start kind of gave you that kind of hope that you could chase your dreams and fulfill them?

Ms. FENDERSON. Yes; because it brought me out of fear when I was little and I am not afraid to do anything anymore.

Senator HARKIN. Good for you. What do you want to do after you finish high school?

Ms. FENDERSON. I want to go to college in Georgia and become a pharmacist.

Senator HARKIN. A pharmacist. Good for you.

Well, Christelene, you are wonderful to be here with us today. I appreciate it very much. I understand that this is kind of—all these machines and equipment and cameras and stuff around here makes everybody kind of nervous.

You know, when I was your age, if they had done this to me, I do not know what I would have done. I probably would have crawled under the table. So, I have a sense of how you might feel with everything here, but your mother is with you and I want you to know that we all love you very much and I think you are a great example for young people and what you have done.

So, we are very proud of you, very, very proud. I know your mother is very proud of you, too. If you have anything you want to tell me, just go right ahead and tell me, whatever you might want to say to me.

[Pause.]

STATEMENT OF MRS. ENNIS

Senator **Harkin**. Well, maybe your mother would like to say a few things to me. How about you, Mrs. Ennis?

Mrs. **Ennis**. How about if I read her speech?

Senator **Harkin**. I would appreciate that.

Mrs. **Ennis**. Good morning, everyone. She said her name is Christelene Ennis and she was saying:

> The things I enjoy doing at Head Start. I enjoy working in the different areas. The art area was my favorite area. I liked to draw, paint, and color. I also enjoy the water play and washing dolls. My Dad played Santa Claus at Christmas one year at the Head Start center. That was something I will never forget. It was a great memory for me. I still sometimes visit the Head Start center. I feel Head Start was a great experience for me. I am now enrolled at the Our Lady of Victory school and I am a B student. I would like to be a teacher someday, just like my Mom. Thank you. Christelene.

[Applause.]

Senator **Harkin**. Christelene, I want you to know I have a daughter who is 10 years old and I know that she would be feeling about the same way you are feeling right now about sitting at the table, so I understand that. I just, again, want you to know that we are happy that you are here with your mother and please continue to study hard.

Do you feel that Head Start really helped you? Did you like Head Start when you went to it?

Ms. **Christelene Ennis**. Yes.

Senator **Harkin**. Do you think it helped you in school? I mean, you are a B student. You are doing really well.

Let me ask you this, Christelene, do you think all kids ought to go to Head Start? Would you tell other kids that they ought to go to Head Start?

I will bet you think so. Well, Christelene, thank you for being here. What is the name of your school?

Ms. **Christelene Ennis**. Our Lady of Victory.

Senator **Harkin**. Do you like it?

Ms. **Christelene Ennis**. It is too close to summer time.

Senator **Harkin**. Ms. Ennis, let me ask you a couple of questions. Ms. Ennis, I am privileged to have you here today.

Mrs. **Ennis**. Thank you.

Senator **Harkin**. How did you find out about Head Start? How old was Christelene when she entered Head Start?

Mrs. **Ennis**. She was 3 years old.

Senator **Harkin**. And she stayed in for?

Mrs. **Ennis**. 2 years.

Senator **Harkin**. How did you find out about it? Do you remember? Someone told you about it?

Mrs. **Ennis**. Yes; someone did tell me about it and I went and got the documents that I needed and got her enrolled.

Senator **Harkin**. Do you feel good about the program?

Mrs. **Ennis**. Yes; I work for Head Start.

Senator **Harkin**. You are working for Head Start now?

Mrs. **Ennis**. Yes; I am.

Senator **Harkin**. How many days a week?

Mrs. **Ennis**. Oh, I work 5 days a week, 8 to 5.

Senator **Harkin**. And how many kids in your Head Start center?

Mrs. **Ennis**. Well, we have 144 in ours because we have morning and afternoon classes. So, the total at the center I am working at is 144.

Senator **Harkin**. One of the things I have heard that is so good about Head Start is that it involves the parents.

Mrs. **Ennis**. Yes; and I love it. It gives the parents a chance to work with the teachers, their children, and it is nice. It makes me feel good to see the parents involved.

Senator **Harkin**. Is there a waiting list now?

Mrs. **Ennis**. Yes; there is, but it moves quickly.

Senator **Harkin**. The statistics are that nationally we are right about 30 percent; 30 percent of eligible kids are now enrolled in Head Start. So, there are long waiting lists. The other day in Newark there were 2,000 kids in Newark in Head Start and there were 2,000 on the waiting list and these were 2,000 that just knew about it. There may be more out there that did not even know about the waiting list.

So, the people who do know about it and participate in it, just love the program and we see the results of it.

Mrs. **Ennis**. Yes; it is a great program. They have so many things to offer for the children, as well as the families. It is family focused.

Senator **Harkin**. Now, let me go back here to, I think, it was Tiffany. You said something about your grandmother also. Tell me about that. I did not understand that.

Ms. **Fenderson**. I said that——

Senator **Harkin**. How is your grandmother involved in this?

Ms. **Fenderson**. How is she?

Senator **Harkin**. Is she involved in the Head Start program?

Ms. **Fenderson**. She was. She was involved with my mother.

Senator **Harkin**. And then did she become involved when you were in the Head Start program?

Ms. **Fenderson**. It was like the whole family was.

Senator **Harkin**. Well, that is great. So it reached back not just to your mother, but back to your grandmother, too.

Ms. **Fenderson**. Yes.

Senator **Harkin**. Does your mother volunteer for Head Start now?

Are you involved in Head Start now?

Ms. **Fenderson**. Right now?

Senator **Harkin**. Yes; well, I will either ask you or Ms. Ennis, what is the outreach program like here? That is why I was interested in how you might have found out about the Head Start program. Is there enough information getting out to the community that it is available?

Just very briefly, if you could just take a mike. We are recording this. I appreciate it. I am sorry to have to do this to you, but I am interested in how you may have found out about it.

Ms. **Fenderson**. OK. I found out through Head Start. The Head Start in Compton, they were going through some crisis financially, the previous grantee was, and my mother got involved with my youngest brother. He was in regular public school, but they had a Head Start center at the site.

They needed some volunteers to come in and volunteer because they had to match funding with volunteers. My mother got involved that way and from her getting involved, it was like the whole family got involved with her and then when my two daughters—my oldest daughter was born, I got involved with her and then when my other daughter was born, it just kept going on repeating itself.

As far as enough information getting out, I do not know about enough, but information is getting out. There probably could be some more because I know there are several public schools in the area I live in now that do not have much information about Head Start, which is tragic—Head Start is a good program.

It incorporates the child, the family, and also incorporates health because they believe a healthy child is a child that can learn. Without good health it is kind of hard. If you are hungry, you do not care what they are trying to teach you. You do not care about social skills. You want to feed that hunger that is inside of you.

If you have a child that may have a speech impediment, then that is going to deter that child from learning or going forward to being aggressive, so they incorporate mental health as well as speech. They incorporate nutrition. Parents are trained on every level, from prenatal care, all the way through to getting your child into high school and even into different colleges.

There is resource information available through Head Start. It is a fabulous program.

Senator HARKIN. All right. I appreciate that very much. Thank you. [Applause.]

Let me just ask you, do any of you have anything else you would like to say to me?

Veronica, do you have anything else you would like to—just listening to this, is there anything else you would say, like, "This came to my mind and I want to tell him this"?

Ms. GUTIERREZ. If I get started, I will not stop.

Senator HARKIN. Well, if there is something else, you better say it. I would like to hear it.

Ms. GUTIERREZ. Well, I just would like, you know, hopefully you can help us in trying to get more programs out there because there are not too many of them. There are a lot of girls out there who are pregnant and do not have much information.

At the program where I go to, there is a clinic right next door, which is good. It is convenient. The school, WIC, child care, and the Head Start is there, so it would be good to try to go ahead and get more programs like that out there for teen girls and their children. It would be good.

Senator HARKIN. I appreciate that.

Well, thank you all very much. Do you know something, Christelene? I want to tell you something. See this guy over here at this machine? He is taking everything down that we say and it goes into a record and that record is kept at the Library of Congress in Washington, DC.

PREPARED STATEMENT

So, let us see, you are 9 years old. About 20-some years from now, 25, when you become a great success and you have children of your own, you can go back to Washington, DC, and look this up in the record and you can say: "See, I did this one time when I was a kid." So, it is kept for posterity. You can always go back and it will be kept forever for you.

I appreciate your being here. Tiffany, thank you very much. Veronica.

Are these not great kids? [Applause.]

[The statement follows:]

STATEMENT OF CHRISTELEN ENNIS

THE THINGS I ENJOYED DOING AT HEAD START

I enjoyed working in the different areas. The art area was my favorite area. I liked to draw, paint and color. I also enjoyed the water play and washing dolls.

My dad played Santa Claus on Christmas one year and that was something I will never forget. It is a great memory for me. I still sometimes visit the Head Start center.

I feel Head Start was a great experience for me.

I am now enrolled at "Our Lady of Victory" School and I am a "B" student.

I would like to be a teacher some day, just like my mom.

Thank you.

STATEMENT OF MS. VERONICA GUTIERREZ

Good morning. My name is Veronica Gutierrez, and I am pleased to be here to speak to you about the need for more programs for teens and their children.

Being a teen mother myself, I know how difficult it is for someone my age to learn that she is pregnant and not be aware of what needs to be done next. It is very scary. You really are not prepared for all the changes that will take place, and you feel that your future is uncertain and will be completely different. I became pregnant when I was 14 years old. I am now 17 and have 2 children.

As you may know, you don't generally get a positive reaction from most people when you are young and pregnant. This is yet another issue that teen mothers must deal with. This is a time in a teen's life when they need even more support and encouragement, yet most of our parents and friends don't react this way.

I have found that there aren't many services particularly targeting teen mothers and their children. This is very unfortunate. From my personal experience I can assure you that offering more services and programs for us could make all the differences in the world when it comes to our future.

I am currently a client of AltaMed Health Services' Teen Program. This program has made a tremendous change in my life and the lives of my children. This program is designed to assist teen moms and their children with educational, health and social services such as: prenatal care, parenting classes, nutritional information, job training and family planning.

I have met many new friends through this program and it means very much for me to be able to talk to them about the same concerns and needs that I might have. The Case Workers at the program have helped me to restore confidence in myself and encourage me to contribute ideas and suggestions to make the program stronger and to help the other teen moms. They care about what I think.

I enjoy volunteering my time to help coordinate activities to get the teens more involved as I know that we will all benefit greatly from the program.

The greatest problem I see is one of money to do more things. Aside from their hectic schedules, Case Workers have to try and get donations anytime we want to have a special activity for the teen mothers and their children. Transportation is a need for many teen mothers. Child care. Study books or educational materials. Even strollers. We are trying to train ourselves and our children to be responsible citizens. More money for this type of program is a very worthwhile investment in the future.

AltaMed's Teen Program is like a second home for me. They are all like family. We share our problems and we share our joys. We study together and we learn about raising children together.

It is because of this program that I am able to be here today and tell you how important it is for us to be heard. We are talking about building our future and our children's future as well. It is hard to do it alone and so many of the pregnant teens out there feel very much alone.

BEST COPY AVAILABLE

I plan to continue studying and working hard to create a better future for myself, my children and other teen mothers. I ask you to continue supporting and developing programs that will make a difference in the lives of teen mothers. Give them the guidance and encouragement they need to start planning for a happier future. With the proper support systems in place I know they will do so.

Thank you for this opportunity and for your support.

STATEMENT OF DR. SHIRLEY L. FANNIN, DIRECTOR, DISEASE CONTROL PROGRAMS, LOS ANGELES COUNTY DEPARTMENT OF HEALTH, LOS ANGELES, CA

Senator HARKIN. Now, our third panel witnesses. I will call them to the table. Dr. Shirley Fannin, Dr. Carolyn Reid-Green, Mr. James Steyer, Eugene Wilson, and Alice Harris.

As they take their seats, I will introduce them further for the record.

Dr. Shirley Fannin, director of disease control programs for Los Angeles County, is a board-certified pediatrician. She has been employed by Los Angeles County since 1975. Prior to that she was employed at the Cedar Sinai Medical Center from 1970 to 1975 as a child abuse specialist.

Dr. Carolyn Reid-Green is director of the Drew Child Development Center in Watts, a leader in the African-American community, and an articulate speaker in early childhood issues. Her center manages 22 Head Start programs.

Dr. GREEN. We have one Head Start program with 19 centers. We just heard several of our graduates.

Senator HARKIN. Oh, it is one Head Start and then you have all the satellite centers?

Dr. GREEN. Yes.

Senator HARKIN. I understand.

Then, Mr. James Steyer, founder and president of Children Now, a California-based children's policy and advocacy organization. Prior to founding Children Now, Mr. Steyer was a civil rights attorney working for the NAACP Legal Defense Fund.

He began his formal legal career in 1983, when he was awarded clerkship with the Supreme Court of California. He currently finds time to spend one morning per week as a volunteer teacher to second, third, and fifth graders at E. Morris Cox Elementary School in east Oakland, an inner-city school.

Eugene R. Wilson is president of the ARCO Foundation, Inc., the major vehicle for corporate contributions made by Atlantic Richfield in Los Angeles.

As vice president of ARCO's neighborhood support corporation, he manages tax credit investments in low-income housing. He has served as a fund raiser in higher education for 20 years. He frequently speaks and writes on corporate contribution and philanthropy issues, especially as those issues are affected by rapidly changing demographics in the West, Southwest, and Alaska, where ARCO's markets are concentrated.

And we do not think Alice Harris is here yet, but as soon as she shows up, we will have her at the table.

Again, we thank you all very much for taking time. I appreciate deeply your patience in being here. I think you have heard some interesting testimony. But you people represent decades of expertise, experience and devotion to health care, education, and the general well-being of children.

Again, you know what this committee is about and why we are here. I do not need to go over that again. All of your testimonies will be made a part of the record in their entirety and in order, starting with Dr. Fannin, we will go down the witness table and if you could just please summarize for us the points you wish to make, I would be deeply appreciative.

Thank you very much.

Dr. FANNIN. I will try. When I realized I was the only person from health that would be talking to you today, my agenda got a lot longer than the original two subjects I was going to address.

If you will bear with me, I believe these are important subjects and I will try to be as brief as possible.

Senator HARKIN. Good. Because, as you understand, this subcommittee takes in education and it takes in health and it takes in human services.

Dr. FANNIN. Yes.

Senator HARKIN. So this, obviously, is very important.

Dr. FANNIN. Yes; I do understand. I am a board-certified pediatrician, as you mentioned, but I also have been director of disease control programs for the last 17 years in Los Angeles.

I also have volunteered a Saturday morning per month with St. John's Well-Child Center, which is a free well-child service in central Los Angeles and it has a predominantly Spanish-speaking, very poor, clientele.

So, I have seen the needs in Los Angeles from that angle and I would like to talk about health needs predominantly.

I have seen waxing and waning of interest in children's issues at the Federal, State, and local level. I remember when I was in training, I used to think that children got trotted out every year or so when we were into fund raising and that was because they were so pathetic and cute in the hospital setting that people tended to open their purses a little wider when children were part of fund raising.

I think we all agree that children are important, right up there with apple pie and motherhood, in our concept of what democracy should be about. But I would like to quote something from R.D. Lamm, who wrote an article entitled, "Again, Age Beats Youth", in the New York Times, December 2, 1990.

It says: "Poverty in America is more likely to wear diapers than a hearing aid. Nevertheless, Congress in 1987 spent $10,010 per capita on the elderly, and only $854 per child."

Senator HARKIN. Say that again.

Dr. FANNIN. Congress in 1987 spent $10,010 per capita on the elderly, and only $854 per child.

Now, I would like to hasten to tell you that I believe the elderly in our population also require assistance and should be considered important people to focus on.

But I think children have been getting the short end of the stick for much, much too long and I think maybe instead of just dragging them out as a potential issue to take the heat off during an election year—and that is my bias, that they are a safe issue in an election year to put your focus on because everybody agrees they need our attention.

I am afraid of what is going to happen after November. It will be back to business as usual, voting down programs or extra funding for programs. I wish I were as able as Mr. Olmos to get hysterical in the same way he gets, but I think I, and the other people here, will try to impress you with some of the needs.

We did just have a major measles epidemic. We are no longer having a measles epidemic because nature takes care of measles epidemics. If you do not immunize children and prevent the disease, the disease immunizes them, but it took 37 lives and it caused 1,875 hospitalizations in this community alone from a disease that is preventable easily and cheaply, even though it is an expensive vaccine.

During the 1980's Congress gave a whole lot of money to immunization effort, but I think most of it went to two areas; one, the rising cost of vaccine. Every time Congress seemed to give more money, the cost of vaccine went up.

And also building a central bureaucracy during the 1980's at CDC. Those were two costly types of things.

We got vaccine here, but we did not get money to deal with the issue of infrastructure, or deal with the issue of our rising population. This community grew by 1.5 million people in the 10 years of the 1980's. We did not grow to meet that challenge and we have not grown to meet that challenge.

Now, we have to ask ourselves, are we going to prevent the next epidemic? Because nature has a way of creating epidemics. When you have enough susceptibles in your society and you introduce the virus, you have an epidemic. That is the natural course.

Are we going to prevent the next one? I really do not think so because Congress gave us extra money this year. It is called $46 million for the whole United States and there are 50 States. So, you can see it is not a whole lot. But when they did it came to a budget at the county and State level that is underfunded in the greatest amount it has been in a whole series, 10 to 15 years, of underfunding.

So, it is going to be a drop in our bucket to really get to the under 5-year-old, which is our underimmunized population.

Most of the Federal program was focused on children entering school and above during the 1980's. So now the mopup work is the under 5-year-old.

Lead-screening program. You are probably not going to hear what you think you are going to hear from me. I do not believe that we have a significant lead problem among our children in Los Angeles County and I am not sure that spending $22 per CHDP child for lead testing is a good use of the public's money, unless you are going to give us money for every other priority that is higher on my list than lead screening.

Now, if you have got all that money that we can do all this testing to find children who are not lead burdened, wonderful. We will go ahead and do the testing. But there are priorities on my list that are higher than that.

Tuberculosis is an increasing problem in our community. This impacts children in two ways; directly, because they tend to get tuberculosis from those adults in their family who are infected. It indirectly impacts them because tuberculosis can make the bread winner of the family or the mother, if the mother is child care source—put them out of commission for awhile and also make them less able to do the jobs they have done for the family.

Health access is a major, major problem. Less than 1 week ago I was told that if somebody from the schools referred a child with a red-hot ear, and that means an acute ear infection, that it might take 3 to 4 days to get them an appointment in our clinics. I find that totally and completely unacceptable.

Why would that be? Well, because we have been shuffling money around, from proposition 13 where people, protecting their own purses, have forgotten that you cannot have a society as complicated as ours for $1.98. We have to give more of ourselves and of our money through taxes.

When we send our taxes to Washington, we need a lot of them back. The only way we get our taxes back from you all are programs that we can apply locally to local problems.

Now, I have not been overly impressed with the ability of people who never come west of the Mississippi, or seldom come west of the Mississippi, to tell us what it is we need.

We have the talent. We have the people who know about these things locally and if somebody would just come out once in awhile and sit down and say, "What would you like to have some money for? What is top on your priority?", it would do a whole lot better than schemes put together that have very little pertinence to us. But if we are going to get any money at all, we have to buy in.

I think that is an improper way to budget and it is an improper way to run health systems. Frankly, I do not believe there is any such thing as effective national leadership in health because I believe that health is at the local level. The national leaders should come out and they should carry our message on what we need all over the country and to Congress.

But to put together schemes that do not work for us and that is the only choice we have, is really not helping the matter any.

Homelessness has been increasing in California and in Los Angeles County. This has a terrible impact on children. It used to be homeless people, skid row people, were typically males with substance abuse problems.

Homeless women and children are an increasing problem in our community. We have one situation in particular out in one of our communities where children are sleeping on the pews of the church, not overnight, not for 2 days while it is raining, but for weeks at a time.

They go to school from the pew in the church. That is their address. That is not normal and it is going to produce children and children's children that are turned off the system.

I think Mr. Olmos was mild in his descriptions. Violence is having a major impact on our children and I think you heard about the gang violence, but child abuse and exploitation is really a problem in rich and poor families alike, but it impacts our community and our children.

Spousal abuse is something that tears families apart and it also takes away children's faith in being protected.

Gangs, of course, it goes without saying many of our communities are just battle grounds for gangs. The aftermath of the riots—some of our communities do not even have a good food source. They have to get on buses and go 3 miles away to a store. These are not people who have cars. These are people who have to walk or take buses or get rides from friends.

So, the riots did not help anything, obviously. They made things worse for the people who have to live in these communities.

The pervasiveness of careless gun ownership is creating more and more victims in our country. Gun manufacturers have gotten laws passed which relieve them of the responsibility for any harm their product might cause. We hold car manufacturers and toy manufacturers responsible for products that harm other people. Why have we made a special privilege class out of gun manufacturers?

We need to ask ourselves these questions and I think this is another example of the hypocrisy which our country has been functioning with for years and I think it is culminating—politicians, of course, are going to be our focus. They are our leaders and the leaders always have to take the flack. Whether you think you deserve it or not, you are going to get it.

We have poison control centers that are having to close down right and left. The latest one was Orange County. The Los Angeles County Board of Supervisors picked up funding for the Los Angeles County Poison Control Center, but it is probably about one-half funded to what it ought to be. They do not even have a bilingual capability and in our community that is tantamount to not serving one-half the people.

This is a particular child program. Children are the greatest beneficiaries of poison control because it is one of the leading accidents in childhood, after car accidents.

To not have coverage for 11 million people or more for poison control is just not thinkable. To me that is something that the Federal Government could do by networking this country with poison control centers so no one is without.

800 numbers makes that a possibility, but I do not believe there is Federal money in poison control. I think only State money and that was cut back.

What is the answer? No magic bullets as far as I know. We need more money for local health priorities, as I said.

Federal representatives might also—if we had more southern California, Los Angeles County regional offices of Federal health agencies, we would probably do a whole lot better because there is nothing like living the experience for a Federal group of people to understand what the needs are.

If they are members of our community and we can sit over coffee and talk to them about our problems, we would have a better hearing in Washington. We have very few regional offices in southern California. Look at the map. I think we need more so that we can get more direct contact with the Federal Government and not through the State government and not through centers for disease control.

Quick fixes are not likely to solve our most pressing problems. I think carefully applied scientific principles can help us describe our problems better and give us a lead on how to solve the problem.

Coalition partnerships have been very important to us. In immunization we have several coalition partners; Red Cross, the schools, and many others. CAN has become a coalition partner. Those are important because Government cannot buy everything. It has to have the community support and the community's volunteerism.

PREPARED STATEMENT

We need all the help you can give us. Send consultants if you wish. Send advice of any kind. But most of all I would appreciate funds to carry out special programs as we plan them.

I would like to thank you very much for this opportunity to share my thoughts with you. Thank you. [Applause.]

Senator **HARKIN**. Dr. Fannin, thank you very much.

[The statement follows:]

STATEMENT OF SHIRLEY L. FANNIN, M.D.

Senator Harkin, subcommittee staff members, fellow panel members, and observers, I am Shirley L. Fannin M.D., a board certified pediatrician with subspecialty training in Infectious Disease. My practice experience included 5 years as Chief of Pediatric Ambulatory Services at Cedars-Sinai Medical Center where I had a great deal of experience in Child Abuse and Neglect. For the past 17 years I have worked in Infectious Disease Surveillance and Control for the Department of Health Services in Los Angeles County. For the past 16 years I have volunteered one Saturday morning per month in St John's Well Child Center in Central Los Angeles. The population in that clinic is predominantly poor, non English speaking, and Hispanic.

The subject of today's hearing is close to my heart. The major portion of my professional life has been dedicated to Public Health Disease Control and children's issues, so often indistinguishable. I have seen waxing and waning of interest in children's issues at the local, State and federal levels of government over many years. I remember thinking during my training years that children were generally trotted out when fund raising and budget time rolled around. Because they are so cute and pathetic in the hospital setting they tend to loosen purse strings. In my more cynical moments I think children's issues come to the fore when other issues become too hot to handle and politics is looking for stress relief. Everyone agrees that we should be investing in our children, don't they? Along with apple pie and motherhood children rank rather high with all the things democracy is about. Yet, quoting RD Lamm who wrote an article entitled 'Again, age beats youth' in The New York Times, December 2, 1990, "Poverty in America is more likely to wear diapers than a hearing aid. Nevertheless, Congress in 1987 spent $10,010 per capita on the elderly and only $854 per child."

The specific questions you have directed to me focus on the status of children's programs in our area; are they working? could they be improved?

Immunization programs have really worked very well for the amount of money invested. During the late 1970s and all of the 1980s Congress gave more and more money to support immunizations. The rising cost of vaccine ate up a large proportion of the money designated for immunizations and the major growth of the Immunization program at the Centers for Disease Control within the past ten years consumed a large proportion. Though the county usually was provided with as much vaccine as needed, the program infrastructure was not enhanced in proportion to the rising population of the county and the increasing number of children coming to public programs for their immunizations, thus, we inevitably fell behind. Few at the local level were totally surprised when we experienced a major measles epidemic which hit the preschool population hardest. In Los Angeles County there was never one year when we did not report cases of measles in our population. It was only logical to expect that when a sufficient susceptible population built up, an epidemic could occur. The program focus dictated by the federal contract had been almost exclusively on the schoolage population.

The pertinent question is whether we will invest sufficiently to prevent further epidemics. In my opinion, the answer is no. Congress voted an additional 48 million dollars to fund enhancements in immunization programs for certain jurisdictions in the United States this coming year. Los Angeles is one of those jurisdictions. However, as we receive a bit more money from the federal government, the State and local governments are experiencing their largest budget deficits in recent years. These deficits follow many years of minimum growth in immunization programs and likely signal more lean years ahead.

We must continue to invest in maintainance of the gains we have made in the control of vaccine preventable diseases of childhood. Whether we can afford to invest sufficient monies to eradicate some of these diseases will likely depend heavily on the urgency of other health priorities.

The other topic you specially asked me to discuss is the Childhood Lead Screening program. In the State of California, we are required to add lead screening to the Child Health Disability Prevention program (CHDP). In my opinion, the recommendation to universally screen the childhood population at one year of age has not been adequately justified. There is little data to suggest that lead burden is a significant health problem in our community in any pediatric age group. I would expect the one year old to be the least likely age group in which to pick up environmental lead burden, because at this age a child would be unlikely to consume significant amounts of lead containing material. The cost per test will be $22. Follow up of suspect blood levels could cost $100 or more per home visit. Many millions of dollars can be spent with little health benefit to justify the cost. In a health system which cannot always accomodate a timely appointment for a child with an acutely infected ear, we might well ask where our health priorities are.

I am fully committed to the concept of prevention, but I believe we must be careful not to confuse prevention with mass screening of children for abnormal laboratory tests. The costs of the screening sometimes far exceed any possible health benefit or cost savings to be derived. Unless we can do everything, we need to practice some discretion for what we spend our money. An investment in better prevalence surveys of conditions for which we would screen would be money well spent. Part of the out of control medical costs has been over use of new technologies which have not been adequately studied to determine whether they are contributing significantly to either patient care or disease prevention.

Tuberculosis has become an increasing problem in our community over the past two years. This disease impacts children in two ways. First, is the direct impact. We have seen an increase in the rate of Tuberculosis in the under 4 year old population. This reflects the spread of the disease in families where young children are especially vulnerable to exposures from adults who are transmitting the disease. Second, is the indirect impact of Tuberculosis in the family. When the breadwinner of the family or the mother who is caretaker have TB disease, the entire family unit suffers. Though we no longer isolate the TB infected adult in sanitoria for many months, initial treatment sometime requires hospitalization until the disease is under control and no longer contagious.

I would like to address child health matters which you have not specifically asked about. One of the major problems impacting the health of children in Los Angeles County is access to medical care. I am not referring to access to insurance, but literally access to providers of medical care. Many physicians do not accept Medicaid or uninsured patients. This causes patients to seek care at public clinics in greater numbers. Many public clinics are overloaded and unable to accomodate the increased patient loads. Patients delay health care until it is more urgent. Some patients find their acute care in emergency rooms at premium costs and to the detriment of specialized emergency services. The best program in the world is of little value unless it can be delivered to those who need it.

CHDP, the California version of EPDST, is a good screening program and would serve as a useful framework for enhancing preventive services for children. However, at present many physicians will not participate in the CHDP program because the reimbursement is low, the paperwork is excessive, and payments are too slow. If the program were improved to remove some of these barriers the initial investment would be significant, but the payoff would come in fewer Emergency room visits, less hospitalization costs, and greater health benefits to individual children.

The present system of health care for children cannot be sustained if more and more private physicians opt out of it. The public sector cannot handle the number of persons in the population who want and need care.

Another factor with a major impact on the health of children is the rising level of poverty. For several years a recession has been occurring. This has impacted the availability of jobs, the ability of parents to provide for their children even when they are both working. The high cost of living has outstripped wages so that there is a survival gap. In effect, a parent can work eight to ten hours a day and still make too little salary to provide more than bare essentials for the family. This has a devastating effect on the self esteem of many parents and plays havoc with family life. A sense of hopelessness is expressed by some parents who cannot adequately provide for their families no matter how hard they seem to work.

They fear that a major health crisis will occur which will completely immobilize the family. This type of stress does not leave much energy for the niceties of family life which our leaders love to talk about.

Homelessness has been increasing in Los Angeles over the past 10 or more years. Once homelessness was a condition of a predominantly male, substance abusing population. Now there are numbers of women and children without a home. In Venice, large numbers of women and children sleep on the pews in a church. These accomodations are not just for one or two nights, but for many weeks. Some children go to school from the church pew with only the church as their address. In this particular church there have been numerous outbreaks of communicable diseases because of overcrowding and less than ideal hygiene. The disease outbreaks are direct threats to the health of these children, but the indirect effect on the psyche of being homeless is more insidious and will be felt for generations in the children of these children.

Violence is having a major impact on the health of children in Los Angeles County. Child abuse and exploitation is a fact of life in families of the rich and poor alike. More than 40 cases of homicide in young children directly related to physical abuse occur every year. There are insufficient numbers of foster homes to remove children to safety when their homes are not safe. The failure of our social system to protect children from great bodily harm even when we know they are in danger is a public shame. How long can we continue to feel good about ourselves if we do not take care of the helpless among us.

BEST COPY AVAILABLE

Spousal abuse is very disruptive to family life and sometime leads to break up of the family. The poor role modelling of the violent family can be expected to have a negative effect on the child's emotional health for many years in the future.

Gangs are an increasing problem throughout Los Angeles County. Many neighborhoods are little more than battlegrounds for gangs to fight over. The senseless tragedies which impact the children of these neighborhoods are increasing. According to Dr. Luis Montes, at Rancho Los Amigos alone there are more than 100 victims of gunshot wounds who have permanent and severe brain and nerve damage. The costs to society of maintaining these victims of violence will be more than a million dollars apiece over their lifetime.

The pervasiveness of careless gun ownership is creating more and more victims in our county. Gun manufacturers have gotten laws passed which relieve them of responsibility for any harm their product might cause. We hold car manufacturers and toy manufacturers responsible for accidental injury related to their product, yet we make exception for the gun manufacturer. Can we infer some class of special privelege from these facts? This is just another example of our tolerance of hypocrisy and the high cost we pay in bad health outcome.

The recent riots have made bad situations very much worse. Many neighborhoods are without easily accessible food sources. Many jobs were lost. This will only worsen the economy of the area and cause great hardship to persons who are forced to continue living in the area. How much this will impact child health is yet to be measured.

There are many more aspects of child health needs which could be mentioned today and I hope others will do so. Just one of those is the poison control center which has recently been threatened with closure. The Orange County Poison Control Center was closed due to lack of funding. The Los Angeles County program is barely surviving with a budget of $600,000. It has little capacity for outreach or bilingual consultation and needs to expand rather than contract. Children are the greatest benefactors of poison control services since poisoning is recognized as one of the more common accidents of childhood. Many emergency room visits have been averted by the timely advice of this center. Many children have had first aid begun before they leave their home to see their physician in an emergency room. It is clearly another example of a program not getting proper credit for those things it prevents.

What is the answer? As you can guess no one has found a magic bullet or a workable formula to cure all our local child health problems. We need more money to spend on local health priorities. The money needs to be in the form of block grants which can be applied in a variety of ways. We need to study our problems more thoroughly so that the remedies we apply will have a better chance of success. While the leadership we have seen at the federal level is well intentioned, I believe it falls far short of the mark in many ways. Persons who are based on the east coast in Washington or Atlanta do not always know what is best for the rest of the country. They seldom come to chat about what our problems really are unless there is some interesting phenomenon occurring which they wish to study. Los Angeles County and Southern California have very few regional offices of federal health agencies. I believe this prevents us from competing fairly with other jurisdictions for available federal health dollars. Federal representatives need to experience our needs as members of our communities. Nothing can replace first hand experience in helping an agency of the federal government to understand local needs. We have sufficient local talent to apply remedies to our own problems, but we lack available resources to fund the necessary work.

Quick fixes are not likely to solve our most pressing problems. I believe that the application of careful scientific principles in the analysis of our problems will give us a better foundation for problem solving than we have had in the past. Coalition partnerships with other health care sources in the community have multiplied our effectiveness in both Tuberculosis control and Immunization programs. There are many more coalition partnerships we could exploit if we had the resources to share.

We need all the help you can give us. Send consultants if you wish, send advice of any kind, but most of all I would appreciate funds to carry out special programs as we plan them.

Thank you very much for this opportunity to share some of the insights I have gained from my perspective as a Public Health practitioner in Los Angeles County.

STATEMENT OF DR. CAROLYN REID-GREEN, DIRECTOR, DREW CHILD DEVELOPMENT CENTER, LOS ANGELES, CA

Senator HARKIN. Dr. Carolyn Reid-Green, Drew Child Development Center.

Dr. REID-GREEN. Thank you, Senator Harkin, for convening these hearings, for coming to Los Angeles.

Before I start my testimony, I want to say to Christelene and to Tiffany, on behalf of the university, how proud I am of both of you, what a good job you did, and I will certainly tell the president of the university that you were here and you both did well. Thank you.

Let me start by saying that in terms of my concern, and I have a concrete concern that I want to bring to you today, Senator Harkin, but as a nation we pay a terrible price for neglecting some of our children.

I am aware that because of the lack of an appropriate level of funding for children's programs, that your committee is forced to juxtapose the needs and interests of one group of children with the needs and interests of yet another group and I certainly hope that we can begin over the years to talk about more funding and more appropriations for children.

This morning, I am going to make the argument that our best investments in young children are in comprehensive programs that address root causes and treat the whole child in the context of the family.

I am going to make the argument that we have to make an investment in many different Federal programs. Our investments in children must strengthen whole families so that they can contribute to our community and to our Nation.

Let me say a little bit about the organization I represent. The Charles R. Drew University of Medicine and Science is the only black medical school west of the Mississippi. It is designated as one of the 41 historically black colleges. It has been in the Los Angeles community for 25 years.

We have a unique blend of programs. Of course, we have Head Start. We have 1,331 children in Head Start this year and we will have 1,441 children next year. We are the only Head Start that is located in a medical school and I believe we are the only Head Start program that has a special program for drug-exposed infants.

It is a good Head Start. We have a fine staff and we do well, as you heard, in terms of our children's testimony.

We also have other services for children. Of course we have our clinics and all of our medical programs. We also have full day care. We have State preschool. We have child abuse treatment. We have a variety of programs that help people in the community become family day care providers. We have child abuse treatment and we have child welfare services.

I also want to mention especially that we have a Job Training Partnership Act program which is extremely successful. We train medical technicians in our program and we train teacher assistants. Many of our teacher assistants are working in child care centers. They come to us from the county. Many of them are on AFDC. They have our program. They participate in our program and they graduate and become employed in the community. It is a fine program.

Let me say just a little bit about our community. It is about 55 percent African-American, 45 percent Latino. The unemployment rate is 50 percent.

Senator HARKIN. Fifty percent?

Dr. REID-GREEN. Fifty percent.

Senator HARKIN. Not just among young people, you mean overall.

Dr. REID-GREEN. Overall. The Watts/Compton area has a disproportionate high level of children who are hungry, who are in foster care, who are in juvenile correctional institutions, and children who lack health insurance.

In addition, there are disproportionately high numbers of mothers who need, but do not receive, adequate prenatal care. Not surprisingly, there is a high rate of infant mortality in our community.

I just want to say that as much as I value Head Start, and I know there are going to be some hard decisions to make in Washington, I think that the national dialog about children says a great deal about Head Start but not enough about all of the other programs that this Nation needs in order to serve its most valuable children.

I do not want my testimony today to mirror the national dialog about children. It would be a disservice to children at this point, this funding year, to increase the funding for Head Start and not fund other vital programs for children.

It is a hard choice, but I truly believe all of these other programs need an appropriate level of funding.

So, in the brief moments that I have before this committee I would like to talk about some of the children whose pain is hidden, some of the children who are not represented by an influential constituency, and some of the children who do not have a voice in the halls of power.

Specifically, I want to address the growing number of children in the foster care system and the need for system reform. I strongly support funding of the Child Welfare Services Program, title IV-B, which is designed to support a range of services for abused, neglected, and homeless children and their family.

I would also like to take 1 minute to say a special word for substance abuse legislation and funding as it relates to foster care. Funding needs to be used collaboratively and in cooperation with other services. We cannot fund drug services for mothers in isolation of other services. They need child care and they need social services in the same setting.

I would like to point as an example to the program we run at King/Drew by Dr. Xylina Bean, a very successful program for drug mothers and their children, 6 hours a day, 6 months a year. They bring their children. It is a comprehensive program and all of the needed services are colocated in that center.

That program works and that is the kind of program that we need to fund and that has a positive impact on placement of children out of homes.

I also support strongly the Child Abuse Prevention and Treatment and Adoption Reform Act. I support both titles of the act because I am intimately aware of the depth and the scope of child abuse issues in Los Angeles.

In addition, as I observe babies in congregate care, which surely are the orphanages of the 1990's, and the children who are moved from home to home, I am increasingly aware that this is a new and insidious form of homelessness. We must fund programs that provide children with permanent homes.

In closing, let me share an experience with you. My office is on the pediatric ward at King/Drew, Martin Luther King Hospital, and I once saw a child there who had been transported to the hospital in a trunk of a car.

This child had massive head trauma and multiple fractures. He had to be moved around several times in the course of the examination and I am sure that moving him caused him a great deal of pain, but not once did he cry or even whimper.

As I stood there and watched this little child, I realized that crying is an appeal for help and in this child's short life he had learned that a cry for help is not heeded.

PREPARED STATEMENT

So, when I ask you for support for child abuse legislation, for legislation for foster care, I ask it for all the children like this little boy, and he died—in the memory of this silent child, that we support comprehensive programs for children, that we give children safe environments, good foster care placements, adoptive homes, and an array of high quality, coordinated services.

That is what I think works and I thank you very much. [Applause.]

[The statement follows:]

Statement of Carolyn Reid-Green

Senator Harkin and members of the Appropriations Committee: Thank you for this opportunity to address you on my favorite topic—the children of Los Angeles.

Let me start by saying that we as a nation pay a terrible cost for the neglect of some of our children. This morning I am going to make the case that investments in children can and do, in fact, save lives and dollars.

I am going to make the argument that our best investments in children are in comprehensive programs that address root causes and treat the whole child in the context of the family. And I am going to make the argument that we have to make the investment in many different federal programs. Our investments in children must strengthen whole families so that they can contribute to our community and our nation.

Let me talk for a brief moment about the changing face of Los Angeles' children. Los Angeles has the largest child population among the 58 California counties. Twenty six percent of all residents of Los Angeles County are under age 18. Los Angeles County's children are more diverse than its total population; 73 percent are children of color. In 1990 27 percent of the children were Anglo, 50 percent Latino, 11 percent African American and 11 percent Asian/other. There was a 21-percent increase between 1980 and 1990 in the number of children living in extreme poverty in Los Angeles County.

Los Angeles has high rates of infant mortality and low birth weight babies. It has the most violent crime in the state and an extremely high rate of juvenile incarceration. Further, although African American children constitute about 7 percent of the population of the state, they constitute almost 50 percent of the children in dependency. Foster care placement among African American children is at emergency proportions.

The Charles R. Drew University of Medicine and Science and the Drew Child Development Corporation provide a unique array of services for children and families in the service areas of child care—including Head Start—and early intervention, child abuse treatment and child welfare and health promotion/primary prevention. The community we serve is approximately 55 percent African American and 45 percent Latino. The unemployment rate is almost 50 percent. The population is a mix of working families, the working poor, the unemployed and, increasingly, the homeless. Watts has the largest concentration of public housing in the county. Resources of all kinds are limited: The community was not fully rebuilt prior to the recent crisis in the streets. There is a dearth of social services agencies. In the wake of the recent crisis, vital services—such as gas stations and convenience stores—are sparse.

The Watts/Compton area has a disproportionately high number of children who are hungry, in foster care, in juvenile correctional institutions, and children who lack health insurance. In addition there are disproportionately high numbers of mothers who need, but do not receive, adequate prenatal care. Not surprisingly, there is a high infant mortality rate in our community.

I administer a large Head Start Program and am very proud of what we do for children. I hope that eventually Head Start will become a year round program rather than the seven or eight month program it is now. Dr. Jawanza Kunjufu of Chicago counsels us that we must increase our intervention with children in our homes and in our programs in direct proportion to the threats in the streets. At a time when we have had to prohibit the wearing of gang colors in our classrooms we know it's time to provide a year round program for our children.

However, as much as I value Head Start, it seems that there is some magical thinking about it. It is frightening to me to realize that there is a widely held assumption that if we take a four year old and put him or her in Head Start for less than one calendar year we have changed that child's life.

We must move beyond rhetoric to substance. What changes young children's lives and what makes Head Start special is the impact of family. That is why the parent involvement component of Head Start is its single most important program element. We need to strengthen this component so that parents become stronger nurturers and teachers of their children. But parents cannot benefit from even the best program if they are unemployed or have serious health care problems. Head Start needs a community and economic development focus as an addition to parent involvement so that parents will be economically stronger. In our Head Start program we have a parent house run by parents; parents learn computer technology there. We have a family literacy program. Parents can get six units of college credit at the Head Start site and they get work experience in every part of the program: the classroom, the accounting office, kitchen, clinic and warehouse. We need to add a well thought out community and economic development focus to Head Start nationally. And we need to begin to think about family health issues.

I love Head Start, but I would respect it if it had a clear program of follow through in the public schools. The existing Head Start Follow Through program has too low a profile and the anticipated outcomes are not clear. It is not a family support and family empowerment model. It doesn't have the punch of some of the important work being done by Dr. James Comer at Yale.

I think the national dialogue about children says too much about Head Start and too little about all of the other programs that this nation needs in order to serve its most vulnerable children. I don't want my testimony today to mirror the national dialogue about children. It would be a disservice to children to fund Head Start at the expense of other vital services needed for children. For this reason, in the few brief moments left to me, I want to make a case for the children whose pain is hidden * * * the children who do not represent an influential constituency or have a voice in the halls in power. Specifically, I want to address the growing number of children in the foster care system and the need for system reform. I strongly support funding of the Child Welfare Services Program (Title IV-B of the Social Security Act) which is designed to support a range of services for abused, neglected, and homeless children and their families.

I also want to say a special word about substance abuse legislation and funding as it relates to foster care. The growing abuse and neglect of America's children is a national tragedy of immense and costly proportions. Crack cocaine and alcohol abuse, the worsening economy, and unemployment have all contributed to more than 2.5 million reports of child abuse or neglect in 1990 and over 1,200 child deaths.

Funding needs to be used collaboratively and in cooperation with other services. Some experts estimate that eighty percent of children in placement today are substance exposed children. Coordinated services are needed for pregnant, substance abusing women. And we need drug treatment services in cooperation with child care and social services. Dr. Xylina Bean's program at King/Drew Medical Center has measurable outcomes. The program provides a very successful six month/six hour/six day program for substance abusing mothers and their children. All of the ancillary service, mental health, counseling, 12 step programs, health and child care are co-located at her site.

I also support Public Law 95-266, the Child Abuse Prevention and Treatment and Adoption Reform Act. I support both titles of the Act because I am intimately aware of the depth and the scope of the issue of child abuse in Los Angeles. In addition as I observe babies in congregate care—the orphanages of the 90's—and children who are moved from home to home, I am increasingly aware that this is a new and insidious kind of homelessness. We must fund programs which provide children with permanent homes.

In closing, let me share an experience with you. I have an office on the pediatric in-patient ward. I once saw a child there who had been transported to the hospital in the trunk of a car. He was about four years old. He had massive head trauma and multiple fractures. He had to be moved several times to be examined. Moving

BEST COPY AVAILABLE

him must have caused him great pain, but not once did he cry out or even whimper. As I stood there and watched this little broken child I realized that crying is an appeal for help. This little boy had learned in his brief life that if you cry out and ask for help, no one answers.

And so, Senator Harkin and members of the committee, I ask for your support for a range of intensive comprehensive services in the memory of that little, silent child and for all the children of Los Angeles who need safe environments, good foster placements, adoptive homes and an array of high quality, coordinated services.

Thank You.

STATEMENT OF JIM STEYER, PRESIDENT, CHILDREN NOW, LOS ANGELES, CA

Senator HARKIN. Mr. Steyer, thank you very much, welcome, and, again, please proceed.

Mr. STEYER. Thank you, Senator Harkin. I would like to echo Dr. Reid-Green's thanks to you for holding these hearings and also everyone here at the Head Start center for hosting us today and for being such patient and generous hosts to all of us. That has been really great.

I would also like to talk to you as a teacher. As you mentioned, I still spend 1 day a week teaching in east Oakland at E. Morris Cox Elementary School. Some of the kids' stories there say it all about what we are doing with our children.

One of my third grade students, Ricardo, just tested out his IQ at being between 125 and 130. This is a 9-year-old kid. Having tested out that way, we also find he is unable to sit in class and pay attention.

He has never been to Head Start. He has the physical stature at 9 of about a 5½-year-old kid. He is the kind of kid who someday ought to be graduating from UCLA law or medical school.

Right now he is sitting in a classroom of 34—in fact, he is sitting there right now—34 kids in a classroom without any health care coverage, having come to school with no preschool education.

A two-parent family, both of whom are working. No health care coverage. And basically an example of the extraordinary waste of lives and of children that we have been hearing about all morning.

Another of my students who I think says it all about what we are doing with kids, Marcel Davis is actually the president of the student body at E. Morris Cox Elementary School, in fifth grade, or he was. His family was forced to move from one part of east Oakland over to north Oakland because they were denied Federal housing subsidies.

They move from home to home to home and we actually at Cox lost our student body president due to homelessness and I do not know if that is a unique story, but it is certainly one that says a lot about how we are investing in kids.

In east Oakland where I teach, one out of six eligible children actually make their way into Head Start programs. The story of these kids and of the kids that Dr. Reid-Green and everyone else we have heard from today is one of tragic neglect, but also, as I think others have said today, economic suicide for this country.

One of the trends that I think comes to me as a teacher is that it has gotten worse and worse and worse.

I cannot remember how long you have been in the Senate, but I have been teaching in inner-city schools since 1973 and I began teaching in schools in Harlem in the south Bronx. I thought that

I, at that point, had seen the worst. The situation that we have today in the schools here in Los Angeles, here in Oakland, in Des Moines, in Iowa City, wherever you look, has deteriorated at a rate that is simply extraordinary.

I would like to just underscore some of the points that Carolyn and others have made today. The first is that we have to begin with kids early and comprehensively.

When you teach first and second graders they are filled with that sense of hope and wonder and enthusiasm, talking about where they are going to college, talking about what they are going to do with their life.

By the time I get them in fifth grade, or I see my fifth grade students, some of them, a distinct portion of them have begun to sort of slip off the end of the spectrum and have begun to stop coming to class. Some have begun to sell drugs on the street. Some, as several of the other folks who have testified have mentioned, are bringing weapons to school and there is an extraordinary and predictable pattern as kids go from about second grade on downhill.

Each of us could tell you over and over again the kids' backgrounds. Without even knowing their individual histories, you would know that those kids have been denied the most basic preventive investments in their lives.

We at Children Now here in California put out a report card on kids every year. I would be happy to provide you and your staff and other members of the committee with copies of that, but the statistics——

Senator HARKIN. You said it is a report card of what?

Mr. STEYER. We do a report card every year on the state of children in California. In fact, Congressman Dixon earlier referred to a number of the statistics that we put out.

But you might be surprised to know that the Golden State is hardly golden in the way that it treats its kids. More than one out of four children have no health care coverage whatsoever. Dr. Fannin spoke very eloquently about that.

About 39 percent of all child support orders are only partially paid, meaning that over 60 percent of all parents who are ordered to pay child support here in California do not do so.

We have a teen birth rate that is rising steadily and is now right up at the worst in the country.

We have, as you have seen, extraordinary problems with youth violence and homicide. And we have a reality which, I think, cries out for leadership from you all, but I think more than that.

This is really not just a question of Government policy. I can sit and give you three or four examples of what we would like to see you do, Senator Harkin, this year, but I think the biggest thing that we need from our leaders goes back to some of what Eddie Olmos said to you earlier, which is to really put politics aside and to put children first in a very fundamental way in terms of values and priorities.

All of the programs that we have talked about here represent a tiny fraction of the U.S. Government's budget, a tiny fraction of that, yet we are still as children's advocates all fighting for the crumbs. I think that is because it goes to more fundamental value and priority issues in this society.

One of the questions that I always want to ask various of your colleagues in the Senate when Head Start funds are voted down or health care funds are voted down or whatever is, is there a question that we do not have the resources in this society to provide health care, good education, good child care, quality early childhood programs for every single child in this society? Is there any sense that we as the wealthiest Nation on the face of this Earth do not have those resources?

If we do have those resources, which we obviously do, why is it that we still cannot come together as a Nation and put them forward? And why is it that the Senate and the House——

Senator HARKIN. I hate to disillusion you, but I think the answer is opposite of what you—I think when those debates come up, that there is a feeling among many in Congress that we do not have the resources to do that. We just simply do not have the resources.

Mr. STEYER. But do you really feel, Senator Harkin, and I say it with all respect, that we do not have the resources in America today to provide every child here in south central Los Angeles, in fact every child in this country, with health care?

Senator HARKIN. I believe we do.

Mr. STEYER. And I say—I really think the question needs to be posed in that light. If, in fact, we do, and if, in fact, we have what is almost a universal consensus that we need to be providing those services, why are we not? I think that to some extent the role that we need leaders like yourself to play, is to go beyond the current framework and the current framework with which we look at our congressional resources and our Government resources to why we are talking about limited resources when it comes to kids and families.

I think it really goes to the heart of our fundamental values and priorities as a society, and I think it goes to fundamental questions of framing our national priorities.

I think that the more leadership that we get from folks like yourself and your colleagues on this, the better.

I also just want to put in a plug for a couple of other things which I think are very important. Several of us have mentioned today that child welfare and preventive services are very important and that we have a tremendous problem with that here in California.

For just one example, the number of children placed in foster care in California has gone up more than 50 percent in the last 4 years.

One area where I believe that you and your committee could make a major contribution would be to give a jump start to S. 4, Senator Bentsen's bill on child welfare and preventative services which would provide much needed child welfare and preventative services to people here and across the country.

So, we would really ask you to take a look at S. 4.

And I think we would also ask you to stand up as a leader, as you have been doing, and as you have done through holding these hearings, and ask the basic questions of your colleagues on both sides of the aisle.

Why, if we do have the resources in broader society to take care of kids and families do we come back constantly with the answer that you are saying, which is that there is not enough or, we have limited budgets? And why is it that we are setting the priorities the way we do?

I am a former district attorney and in that context we often hear about the right to remain silent and I think that is probably one of the most important rights when we are talking about our criminal justice system.

But I think when it comes to kids, we cannot remain silent and there really should be no right to remain silent when we are talking about children.

PREPARED STATEMENT

I would again applaud your holding these hearings, but ask you to take a strong message back to your colleagues in Washington about some of the long term kind of commitment that we need from them.

Thank you very much. [Applause.]

Senator **HARKIN**. Thank you very much, Mr. Steyer.

[The statement follows:]

STATEMENT OF JIM STEYER

BACKGROUND: THE STATE OF THE NATION

Until fairly recently in our country's history we have all lived and fashioned our lives on the premise that if our children finished high school, went to college or developed a trade or skill then their future's would be better than ours. For those of us who grew up during the post World War II era, when we were not even limited by the sky (Sputnik, man in space, walk on the Moon); believing that the world was our oyster; we believed we could achieve any and all things if we properly prepared ourselves and worked diligently. Needless to say the realities of life today have been hard hitting; the economy has forced many people out of well-paying jobs; small farmers have lost their farms to big conglomerates; skilled and unskilled factory workers have been laid-off because of reduced demand for products and the shifting of employment bases to cheaper foreign markets, while everything we buy costs more and more.

In addition, we are faced with the fact that 50 percent of all marriages end in divorce; that our schools are inadequately funded; that health care is unaffordable for too many Americans, that the cost of housing is astronomical, meaning that most young families' dream of a home of their own is presently impossible, even with both the husband and wife working, it is indeed a bleak picture for the majority of Americans.

THE IMPACT ON CHILDREN

It is within the landscape of competing land mines that the whole question of children's issues has evolved. Children and family concerns are finally rising near the top of California and the Nation's public agendas whether it's the result of nationwide efforts to restrict welfare, States' budget deficit necessitation cutting children's services, or in the aftermath of the Los Angeles and other cities' riots. Unfortunately, the outcome of this focus on children is as yet unknown because the programs and services needed to support and help children are often initially expensive (although they save taxpayers millions and millions of dollars on the backend) and are in competition with numerous other government programs.

However, it is clear to me that how our children fare in our society is dependent upon the priority each and every one of us places on ensuring that the most vulnerable within our society are healthy, live in safe environments, have the basic necessities of food, shelter and clothing and receive a high-quality education. Children are our most valuable and important resource. It is the failure of our country and society to recognize this maxim that is the cause of so many ills today.

And what is the status of children today?

NATIONAL STATISTICS (KIDS COUNT)

The proportion of babies at risk due to low birth-weight rose from 6.8 percent in 1980 to 7.0 percent in 1989.

Children are the poorest age group in America. In 1990, one in five, or 12.7 million children, was poor.

The percent of children living in poverty increased in 40 States over the past decade for a nationwide increase of 22 percent.

In 1990, almost 13 million children, 2 million more than in 1980, lived in single-parent families.

In 1989, 437,880, babies, or 8.6 percent of all births, were born to teens in the U.S. Births to white single teens accounted for the majority of these births and showed the greatest increase over the decade.

Nationwide, the teen death rate from accidents, suicides, and homicides increased by 11 percent between 1984 and 1989. This increase was driven by a rise in teen suicides and homicides.

No progress has been made in the percent of ninth graders graduating from high school within four years. In 1982, 69.7 percent of ninth graders graduated on time—in 1989, 69.6 percent.

The juvenile custody rate for youths ages ten to fifteen rose by 10 percent between 1985 and 1989, from 142 to 156 youths in custody per 100,000 juveniles of the same age.

Families, on average, have less income with which to raise their children. Between 1979 and 1990, real median income of families fell by 5 percent.

Poor families fared far worse than wealthy families. The average income of families with children in the bottom fifth income bracket was $9,190 in 1990, a decrease of 12.6 percent from their 1979 average income.

CALIFORNIA STATISTICS (ON REPORT CARD 1991)

2.1 million children have no public or private health insurance—a 62 percent increase over the past 6 years.

California's teen birth rate is rising steadily and is now well above the national rate.

The proportion of teens having babies as single parents is on the rise in 90 percent of the counties.

Nearly half of California's counties, which together are home to 74 percent of California's children, have violent crime rates above the national average.

Four out of every five counties have increasing rates of children being removed from their parents and placed out of their homes, typically in foster care.

In nearly 60 percent of the most populous counties, the proportion of young people who spend time incarcerated in county facilities exceeds the national average—despite the fact that the county numbers do not even include youth in State facilities.

In 46 of the 58 counties, payment is collected on less than half of the child support orders.

In over half of the counties (40 out of 58), the proportion of children living in extreme poverty is growing. Orange and Santa Barbara counties have among the greatest increases: 28 percent and 26 percent, respectively, between 1987 and 1990.

As children take a look at their world and their immediate environment, too many of them have lost hope and fail to believe that they have a future worth anything. We must give our children back their dreams, their ability to believe in themselves and their potential for greatness. Without these things, they are destined to commit suicide or homicide, turn their backs on education, and generally have little or no ambition.

A STRATEGY TO EFFECTUATE CHANGE

As I mentioned earlier, the solution to the problems facing children is dependent upon our making them our Nation's priority, because children can't vote, do not make public policy, are not elected officials and are rarely given an opportunity to tell their story, we must provide that voice for children. Why? Because early investment in children, prevention as opposed to treatment, has long term benefits to our society. We must cease being penny-wise and pound foolish. For example: Immunization—$1 saves $10; Head Start—$1 saves $6; and Prenatal care—$1 saves $3.50.

Child support enforcement—$1 saves $2.25 (welfare).

What can you do? As a parent; as a volunteer; as a community activist; as a business person; as a teacher/school administrator; as a donor; and as a member of the clergy.

BEST COPY AVAILABLE

STATEMENT OF EUGENE R. WILSON, PRESIDENT, THE ARCO FOUNDATION, LOS ANGELES, CA

Senator HARKIN. Gene Wilson with the ARCO Foundation. I read your statement the other evening and I found it most compelling. Welcome and please proceed.

Mr. WILSON. Thank you. I am a little bit surprised as a corporate representative to be included in this hearing and I am delighted to do so. I suspect a lot of people wonder why a corporation has any interest in children and family issues, but in fact we do and I would like to explain why.

My responsibilities at ARCO are to manage the contributions program, which this year will be $18 million. That is down from $19½ million last year. Next year we are looking at $16 million. So, we ebb and flow as our earnings ebb and flow and in that process have decided that we cannot look on what I do and what our management does through the ARCO Foundation as charity or altruism.

Instead, we have to be issues analysts and decide what the root causes of the problems are in the communities where ARCO operates and then make some kind of a strategic assessment of where we can make some little bit of difference with the pittance available to us and attack the root cause issues where ARCO's long-term economic survival would be at stake. That is the way we approach my responsibilities.

Today I would like to tell you a little how the analysis that we have done has caused our priorities to evolve over time and where we are today.

In 1980, most of our education dollars, for instance, were going to private research universities; Stanford, MIT, CalTech, Rice, and places that had a direct interest to the energy industry.

But in 1980 we discovered that unless the public schools improved their quality, there might no longer be businesses to survive in this country and that got us involved in school reform issues—back in 1980, which was a long time before "A Nation At Risk" ever was released.

About 1983 also discovered demographic change and how demographic change affected both Government and schools and welfare and businesses in the long term and that really caused a profound effect on the thinking of our management and certainly on the priorities of the ARCO Foundation.

As we became committed to school reform, though, in the early 1980's, we also began to realize that the teacher's required to deal with the kid however the kid approaches the schoolhouse door. That, again, had another profound effect on our thinking.

We now believe that children and family issues are really at the root of improved academic achievement, and regardless how the schools are restructured, it really revolves around children and family issues.

It has been interesting for us to watch the whole school restructuring debate move down the student pipeline more and more to the point now where we are convinced that this issue is involving linked problems and in order to get a handle on it it is going to require linked solutions.

As Dr. Reid-Green said, it is really a comprehensive approach that is going to be necessary.

In fact, we think the problems do begin at conception and we cannot worry about school restructuring until we begin to find out where the problem begins to occur.

The whole concern for the issue has to shift much farther down because from the information that we have read over the past decade, we now know that prenatal care for the pregnant mom, followed by a whole range of coordinated and comprehensive care in early childhood and all the way through the school experience has the effect on whether or not that student succeeds academically.

You can restructure the schools and put school site management and do whatever you want, but until you begin to worry about the child from the point of conception and probably even before that, if you want to talk about parent education, that is how our interests have shifted.

You know what the demographics are in this particular State. You know that where ARCO concentrates, which happens to be in Texas and in the Southwest and in California and the five Western States and in Alaska. That is where most of the immigration is happening. That is where the birth rates are happening in this country. And it ought to be where Washington pays attention if you are going to have children and family issues because this is where the babies are being born and these are the babies that require national attention in our judgment.

Any corporation who knows how these demographics will affect their futures, then ought to realize that something has to ensure that more of the kids that start kindergarten succeed through high school at least with a diploma and hopefully more of them as well with a bachelor's degree.

We know in California that by the year 2000 only one out of seven new jobs created in California—only one out of seven will not require at least a high school diploma. Six out of seven will require at least a high school diploma, yet the success rate for low income minority students who start kindergarten and succeed through high school at least with a high school diploma is very much out of sync with those requirements.

You also know that we are now, or soon will be, a majority/minority State. We are all in the minority in California and we think the attention has to shift to the success of the minority achievement in this State if we are going to survive as a democratic society and as an economically successful society.

We have come to the conclusion that Toqueville was right, the French observer back in the 1700's when he came from France and looked at the United States. He said, "The thing that makes us work in this country is self-interest, rightly understood."

In fact, we think that any corporation and any individual in the society is at risk until we begin to recognize that our self-interest, rightly understood, has to get reoriented to the kids.

We are also concerned as we have done our analysis that the existing services that are available are so fragmented and so distant from where they are needed most, that it is tough for these low income minority families and kids to access them in any comprehensive way.

This very morning in Los Angeles there was a meeting of leaders concerned about this problem and trying to gain consensus on how the county welfare system can be linked to the school site because the schools are the ones that really inherit whatever problems come to them.

That might be the first way to get more community-oriented, community-based delivery of the services that are necessary.

We see the political conflict that you face as well and again it is the demographic analysis. We know the average age of the Anglo population in the United States is growing older, while the average age of the minority population is growing much, much younger.

We know that the over 65 age group is going to out number teenagers in this country now today and for the rest of our lives. We know that the elders are healthier and that they are economically better off and they are politically powerful, and that is not the case with the low income minority populations.

We also realize that 70 percent of the households in this country have no contact with the schools. Only 30 percent of the households in the country have any contact with the schools and that is why there is no consensus about a children's agenda.

It is the conflict between who has versus who needs versus who pays, and that is the issue we believe.

PREPARED STATEMENT

Our demographic consultant by the name of Bud Hodgkinson tells us that the future is here today, but we have to learn to see it. He also tells us that the future is just the past come home to haunt us.

The events in Los Angeles of recent weeks, we think, are an alarm bell that is sounding loudly and I hope we have the fortitude to react.

Thank you for inviting me.

[The statement follows:]

STATEMENT OF EUGENE R. WILSON

My name is Gene Wilson. I thank you for inviting me to share my thoughts about children's and family issues from the business perspective. As we have recently witnessed in Los Angeles, a seething discontent lies just beneath the surface in our inner-cities, waiting for a trigger event to explode. We think we have learned something about what is needed to improve the lives of these unfortunate people, and we welcome your presence to listen.

My responsibility at ARCO is to manage our contributions process which this year will account for about $18 million. We have found over the years that we must approach our contributions judgments just as if we were making an investment of shareholder capital. In other words, we do not view this task as "altruism", or "charity". Instead, we have taken a strategic approach, to insure that the grants we make are targeted on the causes of the most urgent community needs, not on the symptoms of those needs. Our objective is to insure a measurable return through some community improvement, and therefore, also to ARCO's economic interests.

This strategic approach obligates us to become issues analysts, and to become well-informed about the causes of problems in ARCO communities. Through this process, we are able to recommend to our management very narrow priorities for our contributions that try to address root-cause problems. Events in Los Angeles during the past few weeks have strengthened our resolve that this strategic approach is now more valid than ever, and that our contributions priorities are on target.

Over the past decade, our priorities have evolved significantly. For instance, in 1980, nearly all of our education grants were awarded to private research universities. In 1980, we discovered the erosion of quality in the public schools, and began to shift away from our university focus. By 1983, we had learned how to interpret demographic change which was occurring so rapidly where most immigration and birth rates are happening, right here in the Southwest, West, and Alaska, where ARCO employees, facilities, and markets are concentrated. These two realities have caused a profound shift in our understanding, and have resulted in a total reorientation of our contributions priorities around demographic change and minority achievement from pre-birth to elder-hood.

Even as we became committed in the early 1980's to restructuring the public schools, we also began to realize that teachers are required to deal with the students however the students arrive at the classroom door. That convinced us that children and family issues are at the root of improved academic achievement, regardless of how the schools are restructured. So our interests have been moving earlier down the student "pipeline". We now believe that the tragic drop-out problem among low-income minority children is the result of a whole complex of concerns that require complex solutions. In fact, we now realize that these problems may really begin at conception, and adequate pre-natal care for a pregnant mother followed by the full range of coordinated and comprehensive care during early childhood and continuing through the school years are necessary to make a significant difference in the ultimate success and achievement of that child.

Let me share some of the data about California that attracted our attention, and helped to convince our management that a shift in our contributions prioritizes toward children and family issues was in order:

—For every 100 Anglo children in California that enter kindergarten, 27 will earn bachelor degrees.

—For every 100 Latino children in California that enter kindergarten, only 2 will earn bachelor degrees.

—The kindergarten enrollment in the Los Angeles Unified School District is 64 percent and rising.

—In addition, a black male baby born in Los Angeles last year has three times as much chance of being murdered, as being admitted to the University of California system.

—The correlation between drop-outs and prison is greater than the correlation between smoking and cancer. And detention/incarceration just doesn't work, because 63 percent of inmates are rearrested for another serious crime within three years of their release from prison!

Any corporation doing business in this state should see that something must be done to ensure that more of these students at least complete high school, because we are told that by the year 2000, only one out of seven new jobs created in California will not require at least a high school diploma. Hopefully, more of these underrepresented minority students also will earn bachelor degrees, because as their numbers grow, and as California becomes a minority majority state, they all must be prepared for full participation and leadership if our economic and democratic system is to survive.

As a corporation, we believe what Toqueville observed about our unique process when he said our country functioned best on the premise of "self-interest, rightly understood". Our corporate and individual self-interest is at risk today in America, unless we can bring more of these kindergartners into self-sufficient and productive lives

We are convinced that existing services available to children and families are now fragmented and distant from where they are most urgently needed. These services must be more coordinated and comprehensive, and probably linked to the school-site with significant community-based involvement. A meeting of leaders concerned about this problem was held earlier this very morning (5/28/92) in Los Angeles to reach consensus around a new children's agenda for our region.

Their efforts and the efforts of similar groups around the nation must lead to improved community-based, prevention-oriented, outcome-measured, case-managed change with incentives and sanctions for those who are trapped in intolerable circumstances, especially in our major urban neighborhoods.

We also see the political conflict in shifting more attention to children and families. We know that the average age of the Anglo population in the U.S. is growing older, while the minority population is growing much younger. In fact, the over 65-age group in the U.S. now outnumbers teenagers, and will do so for the rest of our lifetimes. These elders are healthier, better off economically, and very politically active. But, over 70 percent of the U.S. households have no direct contact with the public schools, and only 30 percent have kids in school. As a result, children's issues are no longer a priority in America—especially for low-income, minority children. Both groups, however, will make increased and competing demands on the social support system, resulting in the present conflict between "Who Has", vs. "Who Needs", vs. "Who Pays".

As a corporation, we believe that the greatest U.S. deficit is human capital. If our nation is to remain a viable competitor in the global economy, we will have to discover how consensus is formed proactively among competing single-purpose, single-issue groups, and better define our "mutual self-interest, rightly understood." And it all will boil down to how effectively we address the health, education, social service, housing, and employment needs of our families and their children.

This is not a new concern. Many centuries ago, Socrates asked: "Fellow citizens, why do you turn and scrape every stone to gather wealth—and take so little care of your children, to whom one day you must relinquish it all?" The same question must be asked today, because unfortunately, we seem not to have made much progress in the intervening years.

Our demographic consultant, H.L. "Bud" Hodgkinson tells us that "The future is here today, but we must learn to see it." He adds that "The future is but the past, come home to haunt us." The alarms already are ringing, and at ARCO, we will do what we can within our relatively limited means to help leverage positive change.

Thank you.

Senator HARKIN. Thank you all very much. I note that every single one of you used the word comprehensive and most of you used the word coordinated. You mentioned fragmented. You all used that same word about comprehensive, coordinated.

But, Dr. Reid, it sounds like your operation is somewhat—it is coordinated, is it not? It sounds like what you were talking about is exactly what we are looking for, or is there something I am missing there?

Dr. REID-GREEN. Well, there are a couple of things that we are doing. I mentioned one and I will mention it in a little more detail.

Dr. Xylina Bean is a neonatologist in our department of pediatrics and she has designed a very effective program for substance abusing mothers and their children and families. It is 6 hours a day, 6 days a week, and for 6 months.

Senator HARKIN. Let me focus this way. At your center—I am sorry, I have temporarily forgotten the name of it.

Dr. REID-GREEN. I am with the Charles R. Drew University of Medicine and Science.

Senator HARKIN. Thank you. That is what I am talking about, the Charles R. Drew University. If someone shows up there that needs Head Start or is looking for a Head Start program or needs some health services, can you or do you provide them with comprehensive screening to find out what the whole needs of that family are?

Dr. REID-GREEN. The lucky families are the Head Start families because the comprehensiveness is built into the design. So that if you come to Head Start, it is in fact a comprehensive design.

Senator HARKIN. Let us say they come before Head Start.

Dr. REID-GREEN. Let us suppose a family comes to clinic at Martin Luther King Hospital. We have educational specialists in the clinic who can pick up educational problems and we have social workers in the clinic who can begin the work with the family.

A family could then be referred to our early intervention services for children with disabling conditions or drug-exposed children to full day child care to State preschool to child abuse. All of those services really are what they are now calling one-stop shopping.

These programs have been in place at King/Drew for 18 years. So, that really does exist as a network of services, greatly enhanced by a lot of coordination. You have got to sit and talk with people.

One of the interesting things now when they are talking about school-linked services is the idea that if you colocate a lot of people on the same site, something will happen. It will not happen unless you do what Sid Gardner, a local person, talks about—just fund the glue. You have to put glue in there to make the services come together. You have to talk. You have to have case conferences. You have to do multidisciplinary kinds of activities.

Mr. STEYER. And I think, Senator Harkin, given that the subcommittee has a broad array of focuses, labor, health, human services, and education—I think actually that speaks to the need for a comprehensive children's policy.

Mr. WILSON. Add transportation.

Mr. STEYER. And transportation.

Mr. WILSON. In Los Angeles.

Mr. STEYER. We are all talking about whole children. When I am teaching I am thinking not just about how they are doing in school, but whether or not they have enough to eat, whether or not their parents have a job, whether or not they have a place to sleep that night.

In terms of policy, and as a policymaker, looking at it not just as an education issue or a health care issue or a transportation issue, but as a whole child and in a sense designing our policies in that light will make all the difference in the world.

We have begun to do that at the local level as people who serve children directly and at a policy level that is what we are beginning to advocate, what we have been advocating for. But as you go forward in your subcommittee, and as the Government goes forward with its various different departments looking at these issues, if there was a greater sense of coordination in the way they viewed the problems, and therefore the solutions, I think it would have a tremendous impact on the quality of service that we would get from the Government.

Dr. FANNIN. And I think we have to look at another issue. The word "seamless" has come into our conversation; seamless health care, as if there is—you cannot distinguish the blending point between one type of health care and another. Those are very convenient terms but they mean nothing if you do not have the glue Carolyn is talking about.

What happens is we write checks. We say to our mentally ill, "We do not have any place to house you or feed you or give you clothing anymore. Here is a check." We do not ask, "Did you get it ripped off the moment you got it and did you live another month without any food or shelter?" We write a check, but we write a check for this little program or that little program or that little program and we do not write a check for who pulls them all together to benefit a group of people, a group of needy people.

I think we have undervalued the need for somebody to have an overview. I hate to go out and talk about immunizations. I believe they are one of the most cost-effective disease control devices that we have ever utilized, but you cannot just look at the immunization level of a community.

Children who die of gunshot wounds are just as dead as children who die of measles. Dying early should be the problem and I think we need a different vision to make a seamless system work. You have to have that glue.

But until the seamless system begins to function and produce something, maybe we still have to do our single programs.

Senator HARKIN. Let me get off the programmatic side a little bit and ask a question of you all that I asked earlier. You may have heard me ask the question. I stated it to Mr. Olmos, Ed Olmos, the question I got yesterday.

Is the Federal Government going to raise children now? I mean, are we going to step in there and be a surrogate parent? Is that the role of the Government? What about responsibility? What about the responsibility that the single parent has? If we start taking over all these things, people will become totally irresponsible.

This question was put to me just yesterday.

Mr. WILSON. We would argue strongly that, based on our contact with people on the streets, that anything that happens has to be community based. You cannot be top down. The Federal Government cannot become the surrogate parent.

What the Federal Government has available is the taxing authority to provide the resources for the people who have the greatest needs to determine how those needs can best be met. Community based, case managed, prevention oriented.

I do not think the Federal Government has any right to think of itself as a surrogate parent, but what it does have the right to do is collect the resources so that the people on the streets who need it can use it best.

Senator HARKIN. What were those three phases you used? Community based, case managed——

Mr. WILSON. I say community based, case managed, prevention oriented, outcome measured.

Dr. FANNIN. I am very much for apple pie and motherhood and the family, et cetera. You know, I think our view has become so narrow. We sneer when we talk about a family other than two parents and 2.5 children living in middle-class comfort.

A child who is born in a family with a dead father, a dead mother, or an absent, or never existed as a legal father, et cetera, should not be cast in the role of abnormal. That is normal. Whatever they have to live with is normal for them.

I resent classifying in a denigrating way, as if—if you do not come from a family with two parents and have a middle income, you are somehow less than people with two parents and a middle income.

It really hurts me because I think it hurts children in each of themselves and I really wish we would not do this.

Mr. STEYER. Senator Harkin, every one of us here would agree that the most important institution in the healthy development of a child is their family and their parents. No question. We would all agree on that.

But think of the ways in which the Government can both send a message about parental responsibility and also support families:

No. 1, revamp the entire child support system in this country at the local level, at the State level, and at the national level which sends a major message to parents about their responsibility.

No. 2, develop a national child care system. My God, as we have today, in the era when Ozzie and Harriet are long dead, we must have a national child care system, but we do not.

A national health care system must be developed. If we want parents to be responsible, as they very well should be, then we must also support them in that. We must be clear in our messages to them, but we also must provide them with the means to be good parents.

I think it is not OK to just do one and not the other. I think we need to send both messages at the same time.

Mr. WILSON. This country has changed so much. Again, back to our demographics. In 1960 you had 60 percent of the Norman Rockwell family; dad at work, mom at home, two school-aged kids. That is 6 percent now.

Senator HARKIN. Six percent?

Mr. WILSON. Six percent. I am not sure that our elected representatives understand the magnitude of those kinds of changes. I think it is another aspect of what happened in Los Angeles 4 weeks ago.

Demographers tell us now in this country there are more Muslims than there are Episcopalians, but there are 63 Episcopalians in Congress and not a single Muslim.

The system does not work for many people and I am not sure the elected officials know what the system should look like now or does look like now on the streets.

Start with the kindergartens, if you will. Look at the ethnic make up of a kindergarten in every single city in this United States and aim your programs and hopefully our priorities there because that is what is going to come back to bite us.

Senator HARKIN. I was intrigued by your testimony. A little over 1 year ago a man visited me in my office, Mr. Jim Ranier. He is the CEO of Honeywell.

Mr. WILSON. Yes; success by 6 in Minneapolis.

Senator HARKIN. He had been the chairman of that CED group and brought me their report.

Mr. WILSON. Yes; very important.

Senator HARKIN. And I remember and, in fact, I have been quoting from their findings—liberally quoting from their findings—that we have to rethink education in this country, that education begins at birth, and the preparation for education begins before birth.

Mr. WILSON. That is right.

Senator HARKIN. Is that a concept that we have to, I guess, work harder on in terms of getting people to think about these programs? To think that Head Start, for example, is not a social program, but is part of education. That maternal and child health care is not a social program or poverty program, but it is part of the educational structure. That all of these things are part of a continuum of education.

For example, Head Start does not fall under the Department of Education. It falls under the Department of Human Services.

The WIC program falls under the Department of Agriculture. And maternal and child health care is under the Department of Health.

They are all fragmented, as you have all pointed out. They are fragmented and uncoordinated.

Mr. **WILSON**. I would like to suggest another reason why that has happened and I think we in business have been part responsible for this. Some more demographic analysis, if you will permit me.

According to the economists, the British Journal, in 1960 there were 365 lobbyists registered in Washington, DC. In 1990 there were 337 lobbyists registered per Senator.

Senator **HARKIN**. Say it again. What year was it?

Mr. **WILSON**. In 1960 there were 365 lobbyists registered in Washington, DC. By 1990 there were 337 lobbyists registered per Senator. The self-interest groups that come at you for their own needs are incredible and we ought to put ourselves in your shoes as well.

Senator **HARKIN**. That is amazing. I knew it must be high. I did not know it was that high.

Mr. **WILSON**. On our side of the desk we think everybody who is a nonprofit organization, all 400,000 of them, come to us at one time or another.

Senator **HARKIN**. I bet that is true, sure, from a foundation standpoint. You bet.

Again, looking at our subcommittee, in each of your own areas, trying to get a common thread here, what do you think would be the single most important thing we could focus on this year in terms of helping children?

Maybe I did not phrase that well. What problems need to be addressed right now, early on in this early intervention program? Is it Head Start? Is it maternal and child health care? Is it WIC program? What is it that we really ought to focus on?

Dr. Reid-Green?

Dr. **REID-GREEN**. Let me say from my point of view here in Los Angeles and nationally, foster care is one of the issues that impacts our community the most.

Seven percent of the children in this State are African American children. But by contrast in the county of Los Angeles, 50 percent of the children who are dependent wards of the court, foster care children, are African-American children.

It is a very serious problem in this community. These kids are not only in foster care, but in foster care outside of our community and it really is something that needs to be addressed. Foster care and adoption, that is what I would put very high on my list.

We have to find ways to preserve families, to keep families together, to give families support, some of the kinds of coordinated things we have all been talking about, coordinated support systems so the families can stay together.

Now, some of those solutions also have to be community and economic development solutions. You cannot just say, "Use the same small resources you have and do better with them." You have to provide some ways of assisting families to break the cycle of poverty. But foster care and adoption is clearly for me.

Senator **HARKIN**. Any other observations?

Mr. **WILSON**. Philosophically, I would love to see Washington begin to talk more about the future and less about the next election cycle. I do not know if that is practical as a suggestion, but to get back to this Toqueville statement about self-interest, rightly understood—some more demographics.

We know that in the first half of the 20th century there were 17 people working for every person retired. But for the first half of the 21st century there are going to be two working for every one retired.

We better make sure that the kids now in kindergarten or that will be born are able to work and lead productive lives, or as a society we are in trouble.

Mr. STEYER. Senator, I am actually a little troubled by the question in the following sense. By pitting WIC against Head Start versus child adoption services versus foster care, and, again, from someone like yourself who is truly a leader on these issues—we all know we are preaching to the choir here today—that is a little scary because it is saying again, "Let us fragment kids. We only have a certain amount of money. Let us put it in WIC." [Applause.]

However inarticulately I have tried to say it before, we must stop saying, "There is only this piece here or this piece here." All of those pieces need to be here, quite frankly, now and that is recognizing the political realities that you face.

But it might be to say you cannot pit health care versus WIC versus education versus child care. If we do that, we are all going to go down the tubes together, each holding up a little different flag.

Dr. FANNIN. I cannot see into the future, Senator, about what is the one answer. I do not think there probably is such a thing, but I would heartily agree with that concept that to take a tiny little piece of pie so that everybody gets a half a bite and no one goes away satisfied or doing the job they need to do is pitiful.

Why are we not competing more fairly with things other than children's programs or things other than the elderly or things other than mental health? Things that are the glue in our society—what is going to decide if we really enter another 2 millenniums or 200 years or whatever?

So, I think we need to—of course I am biased and you must read into my bias. We need to assure that every child can get life-saving health care when that is needed and prevention of long-term disability type health care when that is needed.

The programs we have are good starts. CHDP, which is the local version of EPDST, the Federal program, is a very good screening-type program, but it does not serve all of the eligible, like you have been hearing all day long.

There is not enough money for outreach. There is not enough money to go find the people who need the services and bring them in.

It is all well and good to say, "Well, they are there. They should come and get them." That is not a practical reality in a community where everybody is not born with an IQ of 130 and with a silver spoon in their mouth.

I think we have to go out and find and bring people to services until they learn to trust and expect those services. But the services have to be there.

Senator HARKIN. Let me just read for you a list of the children's programs under this subcommittee. About the only one that is missing is WIC. That is under agriculture. I serve on the subcommittee.

Head Start comprehensive child development centers, child care and development block grant, dependent care grants, child welfare services, child abuse programs, maternal and child health block grants, the National Institute of Children's Health and Human Development, child immunization, lead poisoning screening, Healthy Start, pediatric AIDS, special-ed preschool grants, grants for infants and families under the Department of Education, Job Corps, summer youth employment and training, at-risk youth demonstrations, runaway and youth drug programs, adolescent family life, national youth sports programs, community youth activity programs under the Alcohol, Drug and Mental Health Administration, elementary and secondary education, handicap education State grants, vocational and technical education.

Add them all up and it comes to 1.5 percent of the entire Federal budget. So, as I say, I do not need speeches. Look at the budget and that tells you where our priorities are.

Mr. WILSON. Another word we have to introduce into comprehensive is flexible—comprehensive and flexible. Every one of those programs is a wonderful program, but the flexibility is legislated out of it. If you want to have a linked solution to a complex problem for that child, flexibility might become the most important aspect and it does not exist.

Senator HARKIN. That is true. That is why this whole idea of coordinated, comprehensive, flexibility, community-based, case-managed programs is the way we would have to go, I believe.

I want to say something else on Head Start. This is from Dr. Reid-Green's statement.

You said:

> However, as much as I value Head Start, it seems there is some magical thinking about it. It is frightening to me to realize that there is a widely held assumption that if we take a 4-year-old and put him or her in Head Start for less than 1 calendar year we have changed that child's life.

I could not agree with you more. It is almost become like a mantra. Now we say Head Start, Head Start, Head Start, and now it is just really only 4 year olds for Head Start. If we just do it that 1 year, then we have solved all the problems.

Dr. REID-GREEN. We do not even keep them for a full year. It is 8 months for us.

Senator HARKIN. And that just does not do it, but it has almost taken a hold in Congress. The President has talked about it and now it has sort of gotten out there that we just fund Head Start.

Again, I had all these kids up here, they are graduates of Head Start programs. We have looked at it, but we know full well that that alone does not do it.

I think we are falling in a trap here that if all we do is fund Head Start, we forget about everything else. Then what happens is you put all this money into Head Start and then we still have problems and people say, "See, it does not work."

As you point out, Mr. Wilson, we did not get back to the earliest parts of life, the maternal and child health, the immunization programs, things like that, and we had no follow-through after Head Start to keep the kids going.

So, I just wanted to make that point because I think you are right on target there that we are in danger of falling into a trap here that if only we fund Head Start we can forget about the other programs.

Dr. REID-GREEN. That is true indeed. As someone mentioned, the thing that really does make Head Start stand out is the parent involvement focus. I maintain if we could build on that parent involvement focus and add some community and economic development activity, as we have—we have a parent center. We have family literacy. Parents can get units of college credit. They can become employees. That kind of focus gives Head Start a better chance of really making a difference in that 8 or so months that we do have the child.

Senator HARKIN. Just to close this up, again on this responsibility—I happen to believe very strongly in personal responsibility and I am troubled by this idea that we take responsibility away from people.

What I am trying to figure out is how do we engender responsibility in people? What you are saying is by involving the family—and I guess Mr. Wilson and I forget who all said that about the family—if you bring the family in and work with the family, you can engender more responsibility.

Dr. REID-GREEN. One of the fine things—just using Head Start as an example—about Head Start is that Head Start parents are involved in the governance of the program. They actually sign the budget that is received by region nine of ACF.

We explain a budget. Our budget is about $70 million. We explain the budget. Parents have a role in deciding what money gets spent for what. It really says, "You count. What you think is important. You can make a real contribution here."

That kind of strategy and the kinds of strategies that Dr. James Colmer from Yale has developed, which give parents a real role in what happens, enhances their self-esteem, allows them to look at all kinds of other possibilities in their own lives.

If you want a child to be a rocket scientist, a parent has to believe that child can be a rocket scientist. Something has got to happen in the parent's life, not just in the life of the child.

Senator HARKIN. Their own self-esteem.

Dr. REID-GREEN. Indeed.

Senator HARKIN. Their own concept of themselves.

Mr. STEYER. I think the other thing, Senator Harkin, is it is not going to be just 1992. The real changes that we want to see are going to be coming in 1996, 1997, and we need Senators like yourself to be constant advocates; not to just make it an issue this year, but to come back to the theme to talk not just about Head Start, but a comprehensive whole child solution, fully funded, with a real community and parent responsibility element to it and just over, and over, and over again.

We have had 10 to 15 years of false family values put out there by other leaders and we need to change that mind set and that thinking and we need to keep drumming this theme home, over, and over, and over again, because it does ultimately boil down to priorities and our priorities right now are completely topsy turvy.

To change that is going to require long term, sustained commitment, and holding hearing after hearing, and having you repeat over and over again with your other colleagues, "This must be our top priority." It will sink into people and then we will not be fighting for the crumbs between the different programs at some point.

Senator **Harkin**. Dr. Fannin, thank you, Dr. Reid, Mr. Steyer, Mr. Wilson. Thank you all very much for very profound and very compelling testimony. I am certain that as we continue on this year and beyond I would hope that at any time my staff might be able to contact you, or I personally, to just bounce ideas off of you.

I would turn that around and say that any time you have some thoughts, you feed them into us, too, because, again, we remain convinced that this is the way we have to go. We have to focus early. It has to be coordinated. It has to be comprehensive.

We have to appeal to people's self-interest. We have to let people know, it is in your best interest that we do this. It is not just some altruistic concept that we have, but that our Nation will rise or fall on this. Somehow we have to get this across.

SUBCOMMITTEE RECESS

So, I look forward to working with you in the future. I thank you all very much for coming today. The subcommittee will stand in recess subject to the call of the Chair.

[Whereupon, at 1:50 p.m., Thursday, May 28, the subcommittee was recessed, to reconvene subject to the call of the Chair.]

INVESTING IN CHILDREN—STATE OF CHILDREN IN DETROIT, MI

MONDAY, JUNE 29, 1992

U.S. SENATE,
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN
SERVICES, AND EDUCATION, AND RELATED AGENCIES,
COMMITTEE ON APPROPRIATIONS,
Detroit, MI.

The subcommittee met at 10:50 a.m., in the New Calvary Baptist Church, Detroit MI, Hon. Tom Harkin (chairman) presiding.

Present: Senator Harkin.

NONDEPARTMENTAL WITNESSES

OPENING REMARKS OF SENATOR HARKIN

Senator HARKIN. Good morning. The Senate Appropriations Subcommittee for Labor, Health and Human Services, and Education will come to order.

I want to express my appreciation to Mayor Coleman Young for his graciousness in inviting us here, and for his help in arranging this hearing. He was to be our lead-off witness, but woke up this morning with a cold and allergy problems, and could not make it, so we are sorry that he could not be here.

I want to also express our thanks to Congresswoman Barbara-Rose Collins in whose district we find ourselves today. Again, I just want to thank you and all of your staff for all of the help they have given us in arranging a site and coming here to the district today.

I want to thank Willie Downer, the project director, who is here. Willie, raise your hand so everyone knows. Oh, you are right here. I wanted to find out where you were sitting and thank you again for helping us.

And Carolyn Gray who is the neighborhood services executive director for Detroit. I know she is sitting right back here. Thank you all very much.

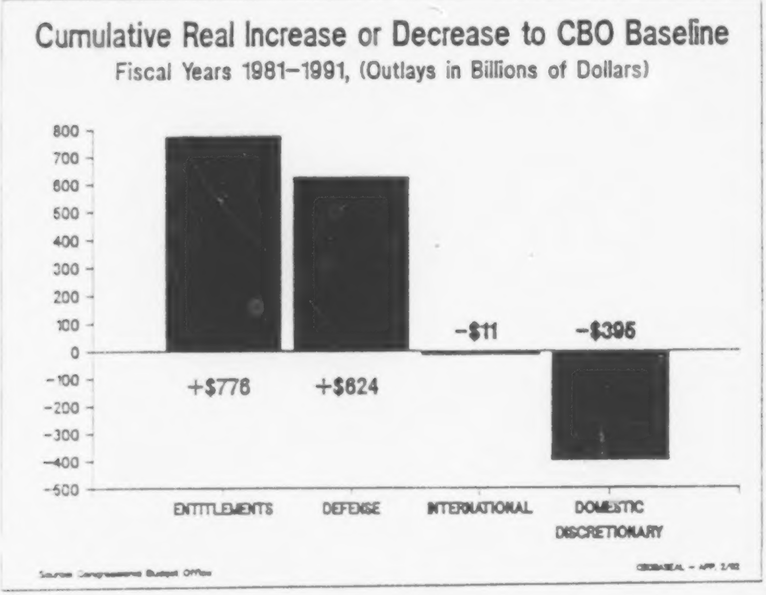
I also want to thank Dr. Charles William Butler of the New Calvary Baptist Church, making the church available to us this morning.

Starting in May, I began a series of hearings, which will continue into next month, focusing on the consequences of our failure to invest in human resources. I have heard from Mayor Dinkins of New York, Mayor Rice of Seattle, Mayor White of Cleveland, Mayor James of Newark, and Mayor Bradley of Los Angeles. The message I have gotten from every mayor I have spoken to is this: That Los Angeles could have happened anywhere in any one of our cities. It was a national wake-up call, and we cannot afford to go back to sleep again.

In the aftermath of the riots, the President's spokesman blamed the great society. Then Vice President Quayle tied Murphy Brown to the decline of our family values. While we may differ over who is to blame, we should be able to agree on who suffers the most in the problems of urban America and our Nation's families, and that is our children. The hearing today and the ones I held in May in Newark and in Los Angeles and the one next week in Atlanta, GA, are meant to focus on the need to invest in our children's programs, early intervention, early prevention programs, and what are the consequences of our failure to do so.

The statistics tell a chilling story. One out of every five children in American lives in poverty; 100,000 kids die each year because of it. The number of children living in poverty increased 84 percent since 1980. If we made a city of all the poor children in Michigan under the age of 18, it would be the third largest city in the State, third only to Detroit and Grand Rapids.

We can document the costs of poverty: more hunger, more low birthweight babies, more infant deaths, but we forget that we all pay the long-term costs—more crime, more violence, higher dropout rates, more unemployment. About 82 percent of the people in prison in America today never graduated from high school. That ought to tell you something. But we are not here just to describe the problem, we want to end it, and we need to understand how we got to it.



Source: Congressional Budget Office

Over the last 11 years, Federal spending on these programs of education, health care, job training, and children's programs has been cut by $395 billion in current dollars, and I think this chart over here shows it all, if you can see it. On the left-hand side and the bars that go up, we have increased defense spending by $624 billion, entitlements by $778 billion, but on the programs we are talking about, children's programs, we have cut it $395 billion in the last 11 years, and we are wondering why kids are not getting through school. We are wondering why they are rioting. We are wondering why they cannot get good jobs.

How the U.S. Compares to Other Countries

	U.S. RANK
Gross National Product	1
Infant Mortality	19
Childhood Deaths Under Age 5	19
Low–Weight Births	29
Polio Immunizations at Age 1	17

Well, the impact has been devastating. We are 19th in infant mortality. There is another chart up there that shows that. We are 19th in infant mortality. We are 19th in childhood deaths under age 5. We are 29th in low birthweight births. In polio immunizations at age 1 we are 17th. But look at the first line. In gross national product we are No. 1 in the world. That means we are the richest country in the world. Well, I have one question: If we are so rich how come we are so poor? What is happening, if we have all that money.

Well, I think the message is clear. We can either invest money on the front side of life to prevent problems and help these children develop, or we can spend more money later on the back side of life, to patch and fix and put kids in prison.

So I want to thank all of you for agreeing to participate in today's hearing, and for being here today. I also want to appreciate the many parents that I talked to before the hearing started this morning, and for your involvement. We need the parents' involvement. That is the good thing about Head Start—it involves the parents. So I want to commend all of you for your long record of service here.

STATEMENT OF HON. DONALD W. RIEGLE, U.S. SENATOR FROM MICHIGAN

Senator HARKIN. And now I am going to thank Senator Riegle for all of his help and his support in these efforts. I have served with Senator Riegle first in the House of Representatives. I was privileged to join him later on in the U.S. Senate. There is no one that works harder to reorder our Nation's priorities—to work to invest in these programs—than Don Riegle. I have known him as a colleague but more importantly as a friend for many, many years. His commitment is there; he has shown it over many years, working for these programs. So I am just proud and privileged that he would be here today.

I thank you, Don, for you and your staff's help, in helping us arrange this and for getting us around the city today. You are to be commended for your service to this city and this State. If we had more public servants in the U.S. Congress that had a conscience like Don Riegle—who had the understanding of what it means to invest in our kids, and to invest in our human resources—we would not be in this mess we are in today. So I am proud to have Senator Riegle here joining our subcommittee on appropriations on these vital issues. I would recognize him now for any opening statements that he would wish to make.

Senator RIEGLE. Senator Harkin, let me thank you for those generous personal comments, and even more so let me thank you for your outstanding leadership over many, many years now on these critical human issues. You know, it says so much about Senator Harkin that he is here in Detroit today on this issue and not somewhere else on some other issue. And I must say during his campaign for the Presidency this year, no voice was stronger, clearer, or more to the point with respect to the urgent human problems in this country than his voice was, and I appreciate that leadership, and I know people throughout the State of Michigan also appreciate that leadership. We are seeing it again here now as he comes here as an important subcommittee chairman of the Appropriations Committee to document exactly what the needs are so that we have a factual basis to argue for a fair and necessary allocation of national resources.

I think today when the children were standing here we were looking into the face of the future of America, and these youngsters who are having this opportunity to come here to tell us something about themselves, but also something about all of the millions of youngsters in America who need exactly these opportunities and are not getting them. Even young people, children of the same age in this town, are not as fortunate as those we saw standing here.

I want to thank the parents and the family members, and those involved in the program here for their tremendous personal commitment, often in the face of impossible difficulties. They help these youngsters get a strong start in life, but we have an obligation as a nation to see that every child of America gets a strong start in life.

Our country is our people. If we are not investing in our people and making them as strong as they can be, then our country cannot possibly be as strong as it should be.

We know from the point of view of basic human values that we want each child to be everything that God intended. In order for that to happen, they have got to have the education, the nutrition. They cannot try to survive in a violent setting. They have got to have the supportive services that they need, and in order to have any semblance of family structure, there have to be jobs in our society where people can work and earn and make their way in life.

We have a tremendous problem in America today with two huge obstacles to go around. There is no excuse for that. We cannot have a situation where people are struggling over a dwindling number of jobs, many at a minimum wage income level that is not sufficient to support one's self, let alone support a family.

On child immunizations—as Senator Harkin has pointed out—we have one of the worst records of any nation in the world right now, and we are not immunizing our little ones up to 1 year in age and up to 2 years in age against diseases that we know how to prevent, and today if you get measles because you do not have a vaccination, you can die from measles. Other nations have stepped up to this issue and they are providing the kind of immunizations virtually to every single child in their society. We act as if the children of America do not matter. Well, the children of America are America, and they are our future and they do matter, and so we have got to make a change in direction.

This point that was made over here on this earlier chart by Senator Harkin about the huge spending on defense. Right now there is a wall in the budget that keeps any of the money coming out of defense, a peace dividend, from coming over and being available to help in our inner cities and to help our children and to help with our human needs. There is no reason for that wall to be there. If the Berlin Wall can come down, we can take down the wall in the budget and let some of that defense money come over here and help our people because we have got a war going on right here in America; we have got a war going on right here in our own communities, with the drugs, with the homelessness because of lack of jobs, the violence, where children are being gunned down on their way to school, and parents are being gunned down even going to and from Sunday school. We cannot have this. People cannot live this way. People should not have to live this way.

Where did all the money go in the wealthiest Nation on this globe?

It has gone up to the top of the income scale. So there are a lot of people in our society who are in favored conditions who are not dealing with these problems. So when I hear the administration say, well, they do not see a problem, that is because they do not have the problem, but millions of other people do have the problem, and so we have got to make the resources available for preventive prenatal care, for health care for our youngsters as they are coming along, and I do not want a single child in America, whether in an urban setting or a rural setting, to be going to bed hungry at night. We do not have to tolerate that situation, and we should not tolerate it 1 more day.

Somebody asked me outside today about this Presidential election that is coming up just a short number of months from now—we are going to elect a new President in this country, if we want to, and somebody said to me outside on the curb, "Is it important for people to register and vote?" I do not know any other way to select a new President in this country if we do not register and vote. [Applause.]

Senator RIEGLE. But let us not have a situation where what is going on now continues to go on, because we do not say loud and clear that it has got to change. It does have to change. It does have to change.

Part of this problem is racism as well, and it ought to be said plain, right out on the table, in terms of this hearing today. We know when we look at these statistics on the death rates on children that do not survive pregnancy and those that we lose in the first year are overwhelmingly in our inner-city areas, African-American children, and we see those statistics borne out right on through life in many instances.

We can change that in this country, but we have to want to change it, and the white leadership in this country has an obligation to speak to the problem and to lead on the problem. That is the only way, I think, by all people stepping forward together that we are going to make this change. So let us put the money in the women, infants, and children's program.

We know for every dollar we put in we save $3.50. Let us put the money into Head Start. We know for every dollar we put in we save $4.75, so why would we not want to spend a little bit of money on the front end as an investment on our people rather than to forgo that investment and end up spending more later when lives are broken and on the rocks.

We do not have to have that. We can have the kind of country that we deserve to have, but it is going to take leadership to get there.

I want to just conclude by saying again how much I appreciate Senator Harkin's leadership on these issues. We have a number of specific legislative initiatives. I have a child immunization bill to make sure that we are immunizing all of our children against these diseases, and we intend to get that passed.

I also want to say something about Barbara-Rose Collins because she is making an impact as a new Member of Congress in articulating and leading on these issues, and I appreciate the understanding that she brings and the commitment and the force she brings to pushing these issues forward in the House of Representatives. It is a great help to me, and I very much appreciate the fact that we are able to work together. So let me, by way of that comment, introduce Barbara-Rose Collins for any comment that she wants to make.

Senator HARKIN. Thank you very much, Senator Riegle.

STATEMENT OF HON. BARBARA-ROSE COLLINS, U.S. REPRESENTATIVE FROM MICHIGAN

Senator HARKIN. Now you see why I like Don Riegle so much, because he stands for the right things. And again, Congresswoman Collins, thanks for all your help in bringing us to your district today. You are doing a great job in the House of Representatives. This is a formal hearing of the Senate Appropriations Committee.

Your statement will be made a part of the record in its entirety, and please proceed as you so desire.

Ms. BARBARA-ROSE COLLINS. Thank you very much Senator, and good morning. I bring you greetings from the 13th Congressional District, and I thank you very much. I am honored that you chose the 13th District and the great city of Detroit to hold this hearing, this very important hearing.

I am very pleased to be here today to speak on a topic which is very dear to me, our children. As the mother of two adult children and four grandchildren, I realize the great importance of adhering to the needs of our youth because without them there is no future. This brings to mind an article I read in last week's Detroit newspaper. I was saddened deeply when I read about yet another article about a senseless and unnecessary gun-related death, but this time there was an ugly twist to the story, Senator. The victim was not shot by a drug dealer or gang member, or even an innocent bystander, instead it was an 8-year-old boy killed by his buddy. The unfortunate little boy was 1 week shy of his ninth birthday when he was accidentally shot with a sawed-off shotgun, the same age as my oldest grandson.

I tell you this to make a very important point. A child is the essence of innocence. He or she has no control over their environment. As adults, this is our responsibility. As legislative leaders, this is our responsibility. We were supposed to make sure that the death of the 8-year-old did not occur. We were supposed to make sure that the children of our Nation have appropriate health care and education. The ugly statistics reflect the personal and economic neglect that our children have received in the area of health and education.

In 1990, an estimated 12.2 million children under 21 had no health care coverage. Almost one-third of the Hispanic children and nearly one-half of African-American children are not covered by private or public health insurance, as compared with 17 percent of white children.

In 1991, only 43 percent of the children had been adequately immunized against diseases by the age of 2, according to a survey of children in nine cities. Of the 15,000 Detroit area children surveyed up to the age of 2, only 30 percent of them had been vaccinated. Nationwide, one-half of the 2 year olds living in our inner cities now lack important vaccinations.

Today, as you said, the U.S. ranked 22d among developed countries in infant mortality, with 40,000 children dying before their first birthday. In 1990, the infant mortality rate for black Americans in Michigan was 21.7 percent, 8 percent for Hispanics and 7 percent for whites, and here in Detroit, the infant mortality rate was 23 percent for blacks, surpassed only by Washington, DC, which, I believe, is 25 percent.

AIDS, a disease unknown before 1981, has emerged as a significant threat to children's health. The number of cases in children has doubled in the last year. Every year 1.1 million U.S. teenagers become pregnant. In education, Head Start is a very important educational program which has inappropriately excluded from the urban package.

As you know, the women's caucus in the House lobbied for full funding for Head Start and for the WIC program. The President and his administration has fought back and stated that he would veto any increase in the Head Start programs. With Head Start our children double their chances of finishing high school and getting a job.

The overall dropout rate for Detroit city school students was an astounding 24.84 percent for 1991 school year. That means one out of every four drops out of school without graduating. The United States, on the other hand, ranked 14th out of 16 industrialized nations in spending for elementary and secondary education. One-third of all new jobs created over the next decade will require a bachelor's degree.

I have traveled in many, many countries across this world, Senator, and I tell you when I go to the People's Republic of China, mainland China, you see how they revere their children, they love their children, they build children's palaces for the education and cultural enhancement of their children. I visited the former Soviet Union, and I saw how they love their children, and they try hard to give their children every amenity that is possible to give them. And then I come to this rich Nation, Senator, and I see that we kill our children and we abuse our children, and we refuse to feed our children, we refuse to give our children health care: something as simple as a vaccination.

Our President, Senator, came to the House and asked us to appropriate billions and billions of dollars for the Republic of Russia, and told us that we cannot spend any money in our urban and rural communities to help save our own children. I think it is a sin. I think it is a disgrace.

PREPARED STATEMENT

I am so pleased, Senator Riegle, that this November we will have the opportunity to select a new President who is caring, who is understanding, and most of all who is intelligent enough to know that our children are our future. They are not a hindrance, they are the future of America. And so I thank you very much for coming to this district. I thank you very much. We have some great people in this audience who are directly involved in the education and welfare of the children of Detroit. They came, Senator, out of gratitude to you for bringing this important hearing to us in Detroit. Thank you very much. [Applause.]

[The statement follows:]

STATEMENT OF HON. BARBARA-ROSE COLLINS

Good morning everyone. I bring greetings to the Thirteenth Congressional District. It is pleasant to see so many familiar faces. (Reverend Butler, the Head Start graduates, Richard Whitmer, Wilhelmina Jennings, Terri Wright, Augustine Jones and Senator Tom Harkin.)

I am very pleased to be here today to speak on a topic, which is very dear to me, our children. As the mother of two children, I realize the great importance of adhering to the needs of our youth because without them there is no future. This brings to mind an article I read in last week's Detroit news.

I was saddened deeply, when I read, yet another article about a senseless and unnecessary gun-related death. But this time there was an ugly twist to the story. The victim was not a drug dealer, gang member, or innocent bystander, instead it was an eight-year-old boy killed by his "buddy." The unfortunate little boy was one week shy of his ninth birthday, when he was accidentally shot with a sawed-off shotgun.

I tell you this to make a very important point. A child is the essence of innocence, he or she has no control over environmental forces. As adults, this is our responsibility.

We were supposed to make sure that the death of the eight year old did not occur. We are supposed to make sure that the children of our Nation have appropriate health care and education. The ugly statistics reflect the personal and economic neglect that our children have received in the area of health and education.

In 1990, an estimated 12.2 million children and youth under 21 had no healthcare coverage. Almost one third of the hispanic children and nearly half of the African-American children are not covered by private or public health insurance, compared with 17 percent of the white children.

In 1991, only 43 percent of the children had been adequately immunized against diseases by age two, according to a survey of children in nine cities. Of the 15,000 Detroit area children surveyed up to the age of two, only 30.6 percent of them had been vaccinated. Nationwide, one-half of the two-year olds living in our inner cities now lack important vaccinations.

Today, the U.S. ranks 22nd among developed countries in infant mortality, with 40,000 dying before their first birthday. In 1990, the infant mortality rate for black Americans in Michigan was 21.7, 8.1 for Hispanics and 7.9 for whites. For the same year in Detroit, the infant mortality rate was 23 percent for blacks, 14.2 for Hispanics and 8.2 for whites.

AIDS, a disease unknown before 1981, has emerged as a significant threat to children's health. The number of cases in children has doubled in the last year.

Every year 1.1 million U.S. teens become pregnant.

Head Start is a very important educational program, which has been inappropriately excluded from the current urban aid package. With Head Start children double their chances of finishing high school and getting a job.

The overall dropout rate for Detroit city school students was an astounding 24.84 percent for the 1991 school year.

The United States ranked 14th out of 16 industrialized nations in spending for elementary and secondary education.

One third of all new jobs created over the next decade will require at least a bachelor's degree.

Senator HARKIN. Congresswoman Collins, thank you very much for that very important statement, and one I know that is something you believe in very much, and I see it in your work in Congress. I want to just ask one question that has come up in my other hearings in Newark, Los Angeles, and places that we have been. Following the Newark, NJ, hearing, I did a radio call-in show, and someone asked me if I was advocating having the Federal Government assume responsibility for children that up to this point has been the responsibility of their parents and families, and there seems to be a lot of thought out there that what we are advocating somehow the Government taking over these kids or something like that, and in your own words, how do you feel about this, and what is the proper role of the Federal Government with regard to children and family preservation? Is there a role and what should that role be?

Ms. BARBARA-ROSE COLLINS. You know, Senator, Government has only one purpose, one purpose only, and that is to serve its constituents. That is the only purpose for Government. The people of America give their tax dollars to support a Government because their combined tax dollars can serve to give programs and services to people that an individual family cannot provide. It is Government's responsibility to take all of this money that all of us pay in our taxes and redirect it to domestic programs for health, for education, for safety, and welfare, that individuals cannot do. Instead, our Federal Government takes all of the money that we send them, and they spend it on defense programs. They send it to house thousands of troops overseas where there is no threat of war.

Now they want to take the billions of dollars and send it to Eastern European countries, to the Soviet Union, excuse me, the Republic of Russia. Anywhere else but at home, because people have forgotten what the purpose of Government is, and the purpose of Government is to serve the people.

No, we are not asking Government to take over responsibility for the people, but this great Nation was formed on the premise that Government was by the people and for the people. This means that Government has to step in when they see that health care has gone rampant with costs. We cannot even have jobs in this country because the manufacturers and industrialists know they should provide, but cannot afford health care and fringe benefits for the workers, so they go overseas. They go to Mexico and they go across the seas to Singapore and everywhere else because the labor is cheap. In other countries, businesses do not have to worry about environmental concerns, they pollute the water, they pollute the air, and then they do not pay the people, or they pay them slave wages. Then we ask, "but why should Government have anything to do with America?"

Because the Government is America. Thank you.

Senator HARKIN. Thank you very much. [Applause.]

Senator RIEGLE. I know we need to get to the witnesses. I just want to add one comment. I was struck by the point of that call that you received on the radio before, and that is when we fail our children, they often fail themselves, and the reason that our jails and prisons today are so full of what were once promising young people is that we turned our back on them along the way. The things they needed in many cases they did not get, and then in fact when their life falls apart and they do end up in jail, yes, then they are in a sense under the control of the Government and they are the cost to Government, but what a terrible waste.

We should be involved from the very earliest time to try to help youngsters develop themselves, get their feet on the ground, get the educational skills they need. The fact, for example, as you point out Congresswoman Collins, if a child like the ones lucky enough here to go through Head Start do so, the chances of graduating from high school and getting a job are twice as good as they are for those that do not. And I am sure if we had the data right now on people going into prison, very few of them going into prison had Head Start.

So let us give our kids Head Start at the front end so that they have an opportunity to get out, get going on their own and be able to thrive, and that is the way to keep the Government out of the picture, if you will, later on down the line. What I do not want to see is Government having to come in when somebody is in their middle 20's or their middle 30's because the society has failed before that time to provide avenues that work. You know, our young children, they can make it, and they will make it if we help them make it.

Ms. BARBARA-ROSE COLLINS. Senator, may I add one last point?

Senator Riegle, I discovered about 2 years ago that the vast majority of the men in prison cannot read or write well enough to learn to take the GED test, so you are absolutely right. Many of them are incarcerated with absolutely no skills. They are not even functionally illiterate. They are simply illiterate, and they have no chance, and as you know, it costs more to keep a person incarcerated than it does to send them to college. Senator Harkin, I thank you very much for having me.

Senator HARKIN. Congresswoman Collins, we would like to have you join us but I know you told me before that you have a plane to catch back to Washington.

Ms. BARBARA-ROSE COLLINS. Yes.

Senator HARKIN. And I am appreciative of that, but we just really appreciate you taking time to be here and congratulate you on your fine work in the House of Representatives.

Ms. BARBARA-ROSE COLLINS. Thank you. Thank you both very much. [Applause.]

PANEL 1

STATEMENTS OF:

ANGELA COLLINS, LULA BELLE STUART CENTER

RICHMOND TAYLOR, SIXTH GRADE STUDENT, REMUS ROBINSON MIDDLE SCHOOL

KIMBERLY WILSON, FOURTH GRADE STUDENT, PETERSON-WARREN ACADEMY

Senator HARKIN. One of the things I have been doing is I have been taking these hearings out around the country to make sure we hear not just from people in public office like ourselves, people who run the programs, but I want to hear from people who have been in the programs. I want to hear some younger people, so we have our next panel and I do not want to put them on last, I want to put them up front. So our next panel are some young people, younger voices, voices that belong to three young people who we believe have profited from their experience with some of the programs we are talking about.

First let me welcome Angela Collins. Where is Angela Collins?

Angela, if you could come up, and you have a chair there with your name in front of it. And also Richmond Taylor. Richmond come on up. And Kimberly Wilson. Kimberly. Take your places there.

In the way of introduction I will introduce all three of you. Angela Collins is 16 years old, has a 6-week-old daughter. She has been in the Lula Belle Stuart Center foster care program since November 1991, where she received prenatal care and delivered a healthy baby in May. How much did she weigh?

Ms. ANGELA COLLINS. She weighed 5 pounds and 6 ounces.

Senator HARKIN. Good for you. Prior to entering the foster care program I understand Angela had not attended school on a regular basis, but she has now received an award for her attendance and academic achievement. We are proud of you and we welcome you here. [Applause.]

After that we will hear from Richmond Taylor. Richmond is a 12-year-old sixth grader at Remus Robinson Middle School. He is also a Head Start graduate. Richmond, I am told, likes computers, has a goal to attend Wayne State University. His hobbies are karate, tennis, basketball, weightlifting, and swimming. He is a member of the Boys Club and a bible club, and we are glad to have you here today also. Thank you.

And we are lucky to be able to speak to another Head Start graduate, Kimberly Wilson. Kimberly is 10 years old, in the fourth grade at Peterson-Warren Academy. I understand she would like to go to Michigan State University and plans to become a doctor. Kimberly likes playing the flute, art, science, and gymnastics. She is a member of the Voice of Praise Gospel Group and the Pizza Hut Book-It Club. So we appreciate you being here also, Kimberly. Thank you.

STATEMENT OF ANGELA COLLINS

Senator HARKIN. And Angela, we welcome you, and you just go ahead and take that mike and talk right into it, and you just tell us what you think we ought to know. And again, I want you all to know that we have two reasons really for this subcommittee being here. One, we want to get out of Washington and bring this hearing out to people who really matter out here who are doing the work, and we want to alert the people as to early prevention and early intervention programs. But, second, we want to hear from you. We want to know what you are doing and your suggestions and your advice on how we can better do our job. So by having these people I think we are going to learn a lot. So Angela, you tell us what you think whatever you want us to know. OK?

Ms. ANGELA COLLINS. Hello. My name is Angela Collins, and I have a 6-week-old daughter. I am 16, and I am representing Lula Belle Stuart Center. It is a program for teen parents. And basically I am here to just tell how I feel about the program, and for one, I am very happy that I am in a program because it has helped me in a lot of ways. It helped me have a healthy baby girl, prenatal classes and prenatal care, because my family was involved with Protective Service since 1976, and I was a child that left home, and I was in other programs, too, PR Residential Center, and then I decided to go back home, and I found that was not working very well. I ended up getting pregnant. And then my mother did not want me to stay in her home any longer, so I called the worker and she sent me to Lula Belle Stewart Center and foster care with my foster parents, and from there they helped me get back in school because before I was not in school. I had no interest in going to school, and they helped me get back in school, go to prenatal classes, and go to the doctor, and they helped me, you know, realize that I can still become someone even though I had a daughter and that I was younger. They also helped me realize that I can finish school and teach my daughter how to, that is, raise my daughter in the right way so she can become someone, too.

My relationship with my mother now, my real mother, is a lot better since I came here, and I do not have plans to return back home because I feel that Lula Belle is a better place for me. I feel that it is a better environment for me to be in, so I can finish high school. Well, I am in 11th grade now, I am graduating, I am in 12th this year, I can finish high school, go on to college, so I can become a lawyer. Hopefully I will. I want to move to an island so I can raise my daughter on an island and she can go to school and, you know, I want her to be the President, the first woman President.

Although I am not really going to pressure her. [Laughter.]

PREPARED STATEMENT

And that is really basically it, that is how Lula Belle has helped me and how it has helped a lot of other young mothers, and a lot of other people, you know, through student aid careers and aid goals and how to become better parents even though, you know, we are young and we did, you know, make, well, not really make mistakes because I feel everything happens for a reason. God lets everything happens for a reason. He probably made this happen to make me a stronger person and made me realize what I can accomplish, and you know, I mean, I was young but I am making it. I am happy now. I am happy with my daughter and I am happy that I had her and I am happy that I am going to become a lawyer and finish school. I am happy.

[The statement follows:]

STATEMENT OF ANGELA COLLINS

My name is Angela Collins and I am 16 years old. I have a 6 week old daughter. I came into foster care in November of 1991. My family has a long history of Protective Services intervention. I am from a sibship of 5 and all but one of my siblings has had some type of Protective Service involvement.

I had been removed from my mother's care on one occasion and I ran away all the time this was due to me not going to school and poor coping skills. Each time I would return home hoping things would have gotten better but instead they were either the same or worst.

Our family has been involved with several agencies and we'd start off going to therapy and participating and then for one reason or another we'd just stop thinking we could work things out ourselves. The last time I was at home I knew things had to change because I had just discovered I was pregnant.

I was terrified, frightened and scared. I didn't want to tell my mother for fear of her hating me and being disappointed in me. I was disappointed in myself. I had wanted to do so many things that my brothers and sisters could only dream about.

Once I told my mother of my pregnancy, she told me to keep a secret but I think she didn't believe me and if I was pregnant she wanted me to have an abortion before any other family member found out. At first I also wanted this, but then I begin to feel that I wanted my baby.

I then told my DSS worker and she referred me to the LBSC.

When she told me that I would be going into a foster home I was scared and didn't want to leave my mother or my family.

I knew things weren't going to change at home, but I still didn't want to leave. I was hurt because the baby's father wasn't interested in me or my problems, my relationship with my brothers and sister was getting worse.

Once I was placed in the foster home I was scared of being placed with a strange person in a strange home, she didn't know me and I didn't know her. I was home sick all of the time missing my mother, sister and my friends.

My foster mother made me feel welcome but it still wasn't home. There was another foster teen in the home and we got along real well fast, she helped me feel more at ease and I could talk to her when I was lonely and/or depressed.

The longer I stayed the easier it got, my social worker allowed me to go home over the weekend which helped, but it was still alot of tension in the home. My social worker began to talk to me about change and how some things will stay the same, she helped me to see that I had to be willing to change and move on in my life and then good things would follow. At first I didn't understand this nor did I want to do this, but she showed me in small ways to begin to improve on myself for myself and my child.

One major change I did was to begin receiving prenatal care my social worker helped link one up with a clinic to begin receiving prenatal care, my foster mother made sure that I went on my appointment dates and that I was on time.

My social worker also stressed the importance of prenatal care education and especially because I didn't know anything about my body and the changes that were occurring nor changes to come, she enrolled me in a prenatal class at LBSC. There I learned proper nutrition, proper care of myself, how to reduce stress in my life to have a healthy baby; the class went on field trips to various hospitals seeing the maternity units in preparation for the birth of my baby. I attended all of my classes and received a certificate of completion and I learned alot. My social worker and foster mother were real helpful and supportive in making sure I understood what I was being taught and they made me feel at ease as much as possible.

I then got enrolled in school, I wanted to return to my former school, but when my social worker and I went to enroll I was told I had failed all of my classes so I decided to attend a school for girls who were also pregnant. When I was at home school attendance was not important my mother did not make me go to school nor any of my brothers and sister. If we went it was because we wanted to not because we had to. My social worker, DSS worker and foster mother stressed I must attend school daily and made sure of this. And because of this I got a great report card and I am so proud of myself. My mother was amazed that I had did so well in school and that I had gotten such good grades. I even surprised myself!

All during these positive things away from my mother's home things at home began to improve. I realize now it was because I was improving.

My mother still wanted me to come home and live with her, but not with my baby and I was really torn between what I should and shouldn't do and what I wanted to do and what I didn't want to do. Every other week I was undecided and torn.

With my counseling from my social worker she helped me straighten out my feelings and to be able to decide what was best for me and my baby and to feel good about my decision.

I made the decision to stay in foster care and not truant from foster care and go home because I knew I had made too much progress and I wanted to continue to make progress. I still visit with my mother and sister over the weekends, but I wasn't coming back home to live with my mother. I was afraid to tell my mother of my decision because I didn't want to hurt her, but I knew I had to so my social worker role played and the next weekend I was able to tell my mother of my decision. My mother was hurt, but I think deep down she knew I was right and she knew I wasn't going to go backwards, but instead forward.

On May 25, 1992 I delivered a healthy baby girl her name is Brittany Rochal Collins. My mother, sister and foster mother were there every step of the way they helped me through the whole birthing process.

Once I saw my beautiful daughter I knew I had made the right decision. My mother was so happy that I had also kept my child she cried.

I returned to my foster mothers home after the delivery of my daughter and have been helped every step of the way. My foster mother offers support, guidance and hands on instructions, but she always makes me feel like I am doing a good job.

My mother also helps me with the baby when I go over on the weekends.

I know I am a new mother and have alot to learn, but I feel with all of the help, encouragement and knowledge I've gotten so far and with continuous help I am well on my way to being a productive person and I will be able to accomplish my goals that I once use to dream about I can accomplish.

Senator HARKIN. Angela, thank you very much for a very, very nice statement. It comes from the heart. When we get to the questions I am going to read from your prepared statement a couple of things, too, that I wanted to make sure that we get in.

STATEMENT OF RICHMOND TAYLOR, JR.

Well Richmond, welcome. Tell us about yourself and tell us about your experience in Head Start, or whatever you want us to know.

Mr. TAYLOR. First of all, I thank God. My name is Richmond Taylor. I am 12 years old. My hobbies are reading, fishing, tennis, swimming, karate, and computers.

Head Start has given me a head start in school. While attending Head Start, I was able to enhance my socialization skills, problem solving skills, and build an awareness of self through positive self-esteem activities. Head Start serves two nutritious family style

BEST COPY AVAILABLE

meals per day. Head Start promotes nutrition and health. I really do not like to get my immunizations but it is a requirement.

Head Start has encouraged me to be creative and to use my imagination. I was motivated to learn. I was also taught how to be responsible. Head Start has encouraged reading. I believe that readers are leaders. My leadership skills were developed and enhanced while attending Head Start.

I feel that the family that prays together stays together. However, there should be an active involvement in the activities and meetings at this child's school. Head Start promotes family wellness and encourages togetherness. My mother has received her associate's and bachelor's degree. And I would like to thank my mom for helping me. I am thankful that my mother allowed us to get a head start through the Head Start program.

I would like to read a letter from my teacher, Ms. Lydel:

> Richmond exhibits skills of responsibility and leadership. He accepts all academic challenges. He is enthusiastic and highly motivated in learning. Richmond expresses himself well verbally in enriching expressions. He is an imaginative, creative, and reflective student. Richmond carries himself with confidence in language skills.
>
> On a personal level, I have observed a relationship between a mother and son that I aspire to one day to successfully have. I have witnessed a mother's active involvement in her son's growth and development on a personal, social, and educational level. It is heartwarming watching the respect, love, and guidance of the strong mother blossoming in her child.

[Applause.]

Senator HARKIN. Richmond, thank you very much. I appreciate that very good statement. We will get to some questions shortly.

[The statements follow:]

STATEMENT OF RICHMOND TAYLOR, JR.

My name is Richmond Taylor, Jr. I am 12 years old. I attend Remus Robinson Middle School. Some of my hobbies are fishing, tennis, swimming, and computers.

Head Start has given me a head start in school. While attending Head Start, I was able to enhance my socialization skills, problem solving skills and build an awareness of self through positive self-esteem activities. Head Start serves two (2) nutritious family style meals per day. Head Start promotes nutrition and health. I really did not like to get my immunizations but it is a requirement. Head Start has encouraged me to be creative and to use my imagination. I was motivated to learn. I was also taught how to be responsible. Head Start encouraged reading. I believe that "readers are leaders". My leadership skills were developed and enhanced while attending Head Start.

I feel that "the family that prays together stays together," however, there should be active involvement in the activities and/or meetings at the child's school. Head Start promotes family wellness and encourages togetherness. I am thankful that my mother allowed us to get a head start through the Head Start program.

STATEMENT OF RICHMOND'S TEACHER, MS. K. LIDELL

Richmond exhibits skills of responsibility and leadership. He readily accepts all academic challenges. He is enthusiastic and highly motivated in learning.

Richmond expresses himself well verbally and in written expression.

He is an imaginative, creative and reflective student. Richmond carries himself with confidence and assertion.

On a personal level, I have observed a relationship between a mother and son that I aspire to one day successfully have. I have witnessed a mother's active involvement in her son's growth and development on a personal, social and educational level.

It is heart-warming watching the respect, love and guidance of a strong mother blossoming in her child.

STATEMENT OF KIMBERLY RENEE WILSON

Senator HARKIN. Kimberly Wilson. Welcome, and again, just tell us what you would like us to know, Kimberly.

Ms. WILSON. My name is Kimberly Wilson. I attended New Calvary Head Start at the age of 4 years old, and I am the youngest of six children. Our source of income at the time was ADC.

I did not like school at first. On the days my mother left me at school I would cry. Then my mother started volunteering at the school 2 days a week. This allowed me the opportunity to develop socialization skills.

While attending Head Start I was taught how important it was to have family style meals and to brush my teeth after each meal. During my small group's activity, my mother and the teacher noticed that I had a special learning problem. By special learning I mean that I learned easier by using my five senses, tongue, smell, hear, see, and feel. For example, I learned my colors from playing with Play-Doh. My teacher and my mother helped me make different objects and I would choose the color.

Head Start encouraged my mother to become more involved with my education, health, and nutrition, and my social habits. For the past 6 years I have been going to the dentist every 6 months. I eat good nutritional meals. My mother put me in a good education program, and she keep me in a good social environment.

I now attend Peterson-Warren Academy. My sports are swimming, gymnastics, and skating. I am in the band at school; I play the flute. And for my art project, I made a anemometer for science that tells how fast the wind blows. My poster on health deals with nutrition, and I received an A on both projects.

PREPARED STATEMENT

My grade level is a B. My strongest subjects are math, A, and spelling, A. My weakest are reading and English, B and C. My teacher stated that I am a very competitive student, and that I practice hard to excel in my weakest subject. I am always striving to do better and I hate to receive bad grades. Therefore, I am a student who puts forth my best effort to do my best. I know that I can pursue my goal as a doctor of obstetrics because of my educational foundation, but home and Head Start is my first building block. Thank you, Senator.

[The statement follows:]

STATEMENT OF KIMBERLY WILSON

My name is Kimberly Wilson. I attended New Calvary Head Start at the age of four (4) years old and I am the youngest of six (6) children. Our source of income at the time was A.D.C.

I did not like school at first; on the days my mother left me at school, I would cry. Then my mother started volunteering at the school two (2) days a week. This allowed me the opportunity to develop socialization skills.

While attending Head Start, I was taught how important it was to have family style meals and to brush my teeth after each meal.

During my small group activities, my mother and the teacher noticed that I had a special learning problem. By special learning I mean that I learned easier by using my five (5) senses (tongue, smell, see, hear and feel). For example, I learned my colors from playing with Play Dough. My teacher and my mother helped me make different objects and I would choose the color.

Head Start encouraged my mother to become more involved with my education, health, nutrition and my social habits. For the past six (6) years, I have been going to the dentist every six (6) months. I eat good, nutritional meals. My mother put me in a good education program and she kept me in a good social environment.

I now attend Peterson-Warren Academy. My sports are swimming, gymnastics and skating. I am in the band at school; I play the flute and for my art project, I made an anemometer for science that tells how fast the wind blows. My poster on health deals with Nutrition and I received an "A" on both projects.

My grade level is a "B". My strongest subject areas are: Math, "A" and spelling, "A". My weakest areas are: Reading and English, "B" and "C".

My teacher stated that I am a very competitive student and that I practice hard to excel in my weak subjects. I am always striving to do better (and I hate to receive bad grades). Therefore, I am a student who put forth my best efforts to do my best.

I know that I can pursue my goal as a Doctor of Obstetrics because of my educational foundation, but Home and Head Start is my first building block.

Thank you.

Senator HARKIN. Kimberly, that was wonderful. Thank you very much. Now, let us meet a couple of the parents who are here now. I met Richmond Taylor's mother. You are right here, Mrs. Watkins, right?

Let us give a hand to the great parent here who brought her son. Stand up, Mrs. Watkins. And Kimberly's mother, Mrs. Wilson. Stand up.

And Angela, I understand your counselor is here with you, right?

Lynn Marshall, is that right?

Lynn, stand up. Right here. [Applause.]

I think that is the beauty of these programs. It involves the parents, the counselors, foster parents, gets the people involved. That is one of the good things about this program.

Well, thank you all very much. Some of the best testimony we get are from people your age, and I appreciate it very much.

Angela, I was going over your testimony, and without reading the whole thing, you talked about how your social worker stressed the importance of prenatal care, education. Can I just read this one sentence very quickly?

"And especially because I did not know anything about my body and the changes that were occurring, or changes to come, she enrolled me in a prenatal class at LBSC," I am not sure what LBSC is, "there I learned proper nutrition, proper care of myself, how to reduce stress in my life, and have a healthy baby. The class went on field trips to various hospitals, seeing maternity units in preparation for the birth of my baby. I attended all of my classes and received a certificate of completion, and I learned a lot. My social worker and foster mother were real helpful and supporting in making sure I understood what I was being taught and they made me feel at ease as much as possible."

Senator HARKIN. You felt that was really important and that really helped a lot?

Ms. ANGELA COLLINS. Yes.

Senator HARKIN. Is there anything else that you could tell us in terms of, if you were looking at what you went through, what is the most important thing that we could do to help young, single women who find themselves in a situation that you were in and need a lot of help?

What are two or three of the most important things that you felt really helped you out?

Ms. ANGELA COLLINS. Well, the first most important thing is the prenatal care and the prenatal classes so, even if they are long, and programs like this, so they can have healthy babies and learn about their bodies because, you know, by us being young, we do not know as much as we think we know. We do not know as much as we think we know, well, I did not know as much as I thought I knew.

Senator HARKIN. Now there is a profound statement. [Laughter.]

Ms. ANGELA COLLINS. I do not know as much as we think we know. We need more people to help us, and for one, we need before they get in my situation like, you know, these young children, I think we should talk to them while they are young so they would not have to reach the point that I went through.

Senator HARKIN. Well, that is good. Now tell me, you have a young person here. Kimberly Wilson. She is 10 years old. What advice would you give to her when she gets to be 15 or 16 in terms of sexual activity?

Ms. ANGELA COLLINS. I would tell her do not let peer pressure bother you. Do not let peer pressure get to you. Stay in school and please stay away from boys.

Senator HARKIN. Now see, Kimberly, you did not hear that from me, right?

You heard that from her. That is right. Well, Angela, thank you. I could not be more proud of you.

Ms. ANGELA COLLINS. Thank you.

Senator HARKIN. I think you are doing a great thing, and you have a great personality, you are very smart, and I know that your daughter, what is her name, Brittany?

Ms. ANGELA COLLINS. Brittany.

Senator HARKIN. I know Brittany has a bright future ahead of her. Thank you.

Ms. ANGELA COLLINS. Thank you.

Senator HARKIN. Now Richmond, you went through Head Start about 6 years ago, right?

Mr. TAYLOR. Yes.

Senator HARKIN. And right here, at this Head Start center?

Mr. TAYLOR. Yes.

Senator HARKIN. And at that time your mother was involved with you, right?

Mr. TAYLOR. Right.

Senator HARKIN. Tell me, do you think that was pretty good, having your mother come to Head Start?

Mr. TAYLOR. Yes; because I really love my mother.

Senator HARKIN. I can tell that.

Senator RIEGLE. She loves you, too.

Senator HARKIN. I can tell you she loves you, too, as Senator Riegle said and is very proud of you. Now you had a younger brother here. I do not know what happened to him. Where is he?

There we go. Good seeing you here.

Well, now Richmond, again, looking back on that Head Start experience of yours, what really sticks in your mind? What do you remember the most about it?

Mr. TAYLOR. All the activities that we did together and the song, "I am special."

Senator HARKIN. There you go. I must tell you, I had a young woman who testified in Newark, NJ. She is 20, I am sorry, she was about 28 years old, and she has just completed medical school at one of the best medical schools in the country, at Cornell University, and she was in one of the first Head Start classes back in the 1960's. And she came back to her home and right to the same neighborhood that she grew up in where she went to Head Start. Her mother was there, and I asked her that same question I asked you, and here is why you have made me remember when you say you remember the song, "I am special," because I asked her the same question, and she said what she remembered the most about Head Start was that it gave her the hope and the confidence that she could be whatever she wanted to be, and here she was, graduating from medical school, and I think that is so important that, you know, you are somebody special, and do not let anybody tell you you are not, and you can do whatever you want to do.

Now Kimberly, did you enjoy being at Head Start?

Ms. WILSON. Yes.

Senator HARKIN. You did not enjoy the shots though?

Ms. WILSON. Uh-huh.

Senator HARKIN. You can show me anybody that enjoys shots I will show you somebody that is out of whack. Right?

But you want to go to Michigan State?

Ms. WILSON. Yes.

Senator HARKIN. And you want to be a doctor; right?

Ms. WILSON. Yes.

Senator HARKIN. Well, I just told you a story about a young woman who came through the same program you did, and she went on to be a doctor, so you know you can do it, right?

Ms. WILSON. Yes.

Senator HARKIN. It sounds like you are getting good grades, too.

Ms. WILSON. Uh-huh.

Senator HARKIN. Uh-huh. I bet your mother has something to do with that, too?

Ms. WILSON. Yes; she does.

Senator HARKIN. That is good. You have a wonderful smile.

Ms. WILSON. Thank you.

Senator HARKIN. And I can tell you learned about brushing after every meal, too, because your teeth are nice and white. [Laughter.]

Ms. WILSON. Yes.

Senator HARKIN. What do you remember the most from Head Start?

Ms. WILSON. I remember when we made Play-Doh and then we played with it.

Senator HARKIN. Yes; and that kind of helped you learn some things?

Ms. WILSON. Yes; it helped me learn my colors.

Senator HARKIN. Sure it did. Thank you all very much. Senator Riegle.

Senator RIEGLE. Richmond, first of all, congratulations on that great report card. Well, it is not a report card, but that letter from your teacher that you read. I thought that was really sensational, and I think that shows how much work you have done to get such a nice letter. I am really proud of that.

I can also see how those two meals that you talked about getting at Head Start turned you into a karate man. Where do you see yourself heading, Richmond?

What do you see up the road for yourself?

Mr. TAYLOR. I see me getting a nice job. Oh, first of all, finishing school. Then getting a nice job, helping out my mother, then getting me a job working with computers.

Senator RIEGLE. With computers.

Mr. TAYLOR. Laser technology, and my little brother, he is doing good, too. He is going to help out my mother.

Senator RIEGLE. He looks pretty good. I mean, I do not think he is ready to take you on in karate yet, but he looks great.

Mr. TAYLOR. We call him Einstein.

Senator RIEGLE. Pardon?

Mr. TAYLOR. Einstein, that is my little brother.

Senator RIEGLE. I see. Einstein, hey?

Well, I think there is going to be two Einsteins in your family. Are there other brothers and sisters?

Mr. TAYLOR. No.

Senator RIEGLE. Just the two of you.

Mr. TAYLOR. Yes.

Senator RIEGLE. Well, I want to tell you how much I appreciate the hard work you are doing, and I know, as you work your way through it and the people that have helped you, starting with your mom but others that have been encouraging to you and helped you and the way you help your brother and he helps you, I want you to know how proud we are of you. You may not see us except on the occasions like this, but we really believe in the kind of program you have been through, and what it can mean and what it can cause to happen, and so we are just tremendously proud of you. You know, when I think about what makes me happy about America, one of the things I am going to think about is you.

Mr. TAYLOR. Thank you.

Senator RIEGLE. You make me happy about America. And the same is true of Angela and Kimberly, and Angela, it seems to me you have really done remarkably well in a tough situation, and I know there have had to be moments and days and nights, you know, when there was a lot of heartache and a lot of tears and a lot of other things that we all experience in our lives one time or another. They all come to us. I think sometimes they are harder when they come at a younger age, which has happened for you, but you have had the strength and the help from others to guide your way through that, and I think Brittany is very lucky to have you as a mother, and I am struck, too, by the fact that you also represent something else now, because you are going to have two things going on at once because Brittany is going to be coming along and needing to come on into the Head Start Program and get started herself at the same time you are finishing up. I mean, you are going to finish your high school and then you have got plans to go on beyond that and you have got this ambition to become a lawyer. So you have got really two goals that you are pursuing, in a sense at the same time, your own goals and then the goals for your daughter, and I think that does take special strength, that it takes special courage, and the fact that you understand that and that you are prepared to do that and are doing it that also makes me happy about America. When I think about the things that make me feel good, one of the things that is going to make me feel good is thinking about you and what you are doing and how well you are doing, and so I am just very proud of you.

Ms. ANGELA COLLINS. Thank you.

Senator RIEGLE. And Kimberly, I enjoyed meeting you when we came in the door, and I want to give you even a better autograph when we go out later, and I went to Michigan State, and it is a great place, and you will love it down there. I did not get there until I went to graduate school, but by that time I was old enough to appreciate what a beautiful place it is. Have you been to East Lansing? Have you seen it yet or not?

Do you just know about it?

Ms. WILSON. Yes; I saw it.

Senator RIEGLE. Did you?

Did you walk around the grounds?

Ms. WILSON. Yes.

Senator RIEGLE. Did you see those beautiful pine trees and that great big tower that is there?

Ms. WILSON. No.

Senator RIEGLE. Well, you will see that. There is sort of a brick tower that sits in the middle of great big like an open courtyard with beautiful old trees, but you are going to enjoy that. How did you happen to decide to play the flute?

Ms. WILSON. I was in school and then I started doing very good in my music, so then I decided to play a flute.

Senator RIEGLE. I see. Well, I wish we had a flute here because I would love to hear you play it. I bet you are pretty good at it.

Ms. WILSON. Yes; I am.

Senator RIEGLE. Well, good for you. And that is important, to be very proud of what you do. I mean, when you are good at it, you know, it is important to know you are good at it and to know that you can be as good at it as anybody that ever played the flute, and the same thing with Richmond and to know that his ambitions to go ahead in the computer area, even though little brother is an Einstein coming behind you, there is no reason why you cannot be the best computer person there ever was in this country, and I aspire to that for you, along with you. And Angela, the same with you in terms of seeking and fulfilling your ambitions.

I want to just finally thank you for coming and telling your stories today, because what in effect you have told us is what is out there for other young people, younger than yourselves, who are coming down the track and who need this boost. They need this boost and they deserve the boost, and if they get the boost they need then they are going to be coming along like you are now and be very successful in the things that they are doing. So we love you very much and we are very proud of you. Thank you for coming today.

Senator HARKIN. Thank you all very much. And again, Kimberly, this is a formal hearing of the U.S. Senate, and everything you have said is taken down by that person over there, as you see her writing things down, and it will be made a part of the record. Sometime later on when you are grown and you are a doctor and you have your own family you can go back to Washington, DC, and remember this day and you can look it up in the record and you can show them that you actually testified because it all will be part of the record. So thank you very much for being here.

Ms. WILSON. You are welcome.

PANEL 2

STATEMENTS OF:

CHARLES BOYER, VICE PRESIDENT, BLUE CROSS & BLUE SHIELD

WILHELMINA JENNINGS, EXECUTIVE ADMINISTRATOR, INSTITUTE OF MATERNAL AND CHILD HEALTH, WAYNE STATE UNIVERSITY

TERRI WRIGHT, DIRECTOR, CHILD AND FAMILY SERVICES BUREAU, MICHIGAN DEPARTMENT OF PUBLIC HEALTH

AUGUSTINE JONES, RETIRED TEACHER, LOUIS PASTEUR ELEMENTARY SCHOOL

MICHELE STRASZ, CHAIR, MICHIGAN COALITION FOR CHILDREN AND FAMILIES

Senator HARKIN. Yes; you are excused and we are going to call our next panel. I just want everyone here to know that we are going to go through the next panel, and if we have enough time, one of the things I always try to do is to have an open mike. As soon as I finish the hearing, depending on how much time we have, I will try to see if any of you have any suggestions or comments you want to make. So I will just invite you up and all you have to do is give us your name and go ahead and tell us what you think.

But let us go on to our last panel and let me call them up. Charles Boyer, a vice president of Blue Cross & Blue Shield; Wilhelmina Jennings, executive administrator of the Institute of Maternal and Child Health at Wayne State; Terri Wright, director of the newly formed Child and Family Services Bureau; Augustine Jones, just retired after 22 years as elementary school teacher at the Louis Pasteur Elementary School in Detroit; and Michele Strasz, the chair of the Michigan Coalition for Children and Families.

STATEMENT OF CHARLES BOYER

Again, I thank you all again for being here. You all have important positions and you all have important and meaningful things that you can tell us on this subcommittee. And we will start in the order we called them, Charles Boyer, vice president of employee relations for Blue Cross & Blue Shield. Before joining Blue Cross I understand you had a 29-year career with General Motors working in employee relations. A graduate of Wayne State University. Mr. Boyer, welcome, and again, all of your statements will be made a part of the record in their entirety. If you wish to just summarize or just tell us whatever you want to, the floor is yours. So Mr. Boyer, welcome, please proceed.

Mr. BOYER. Thank you, Mr. Chairman.

Senator RIEGLE. Can you hear in the back of the room?

AUDIENCE. Yes.

Mr. BOYER. Our company, Blue Cross & Blue Shield of Michigan, with over 4 million customers, is the largest provider of health care services in the State of Michigan. We also provide health care services to over 1 million Medicare beneficiaries. I am here today to reaffirm our commitment to investing in children, much like Senator Riegle did when he sponsored the amendment to authorize the caring program for children.

Helping children any way we can is not merely altruistic on our part. It is in our own best business interests as well. An ill-prepared and unmotivated work force hurts the viability of companies and hinders the competitiveness of the United States. We must insure that today's children are equipped to be fully participating members of society. Yet today we see children whose families lack the means to obtain basic health care. We see an alarming dropout rate, especially in our inner cities. We also see our children lagging far behind those in other countries in physical fitness.

These are problems that will not go away by themselves. Eventually they will touch us all, business, Government, labor, and the community, in one way or another. If steps are not taken, we will experience repercussions down the road in the form of even higher health care costs, remedial education, lost productivity, and unmet human potential.

That is why it is so important for business to invest in our young people. We at Blue Cross & Blue Shield of Michigan are involved in several youth investment programs we think make a lot of sense to us and for business in general. Since health care is our business, we decided to get involved in helping uninsured children in our State receive the health care they so desperately need and deserve.

Last fall we joined in a partnership with the State of Michigan to launch Michigan's caring program for children. It is a nonprofit program that raises private dollars to give basic preventive health care to lower income, uninsured youngsters. The program targets children falling between the cracks in the health care system. It helps youngsters of the working poor who do not qualify for Medicaid and cannot afford coverage on their own. Through the caring program, more than 1,000 children are receiving free health care services. Office visits, well child checkups, immunizations, emergency care, outpatient surgery, diagnostic tests, and substance abuse treatment are all included. Blue Cross & Blue Shield of Michigan donates administrative and promotional services to the program. As a result, every private dollar raised goes directly to health care services for the children.

The State of Michigan helps with outreach services and is seeking to release Federal funding to match private donations. Programs such as this one help prevent families from delaying treatment because they lack the means to pay for health care. It helps to prevent the minor illnesses turning into something more serious which can only be treated at greater expense. It helps alleviate overcrowded emergency rooms used by uninsured families as their only avenue for care.

We realize that caring program for children is not the answer for the problems of the uninsured, nor is it a substitute for the larger policy decisions which must be made at some point. Yet we must begin somewhere, and every vulnerable child we can help today is important.

Business must strengthen the tie between education and jobs. In Detroit, our company has joined a coalition of businesses in a unique compact with Detroit public schools. We are working with students at a high school who successfully complete their education and meet program standards as well. As part of our compact, we will provide these students with a job or a college education.

We understand the importance of motivating kids at an early age. We are involved in a special inventive program in the school district where, on the average, elementary kids miss 8 percent of their classes, but by working with parents and teachers, 40 students recently received U.S. savings bonds for perfect attendance.

PREPARED STATEMENT

These are just some of the ways that businesses can invest in our young people. I would like to take this opportunity to reaffirm our commitment to these programs and our willingness to cooperate with you and others in these endeavors. And thank you very much for allowing this testimony.

[The statement follows:]

STATEMENT OF CHARLES E. BOYER

Thank you, Mr. Chairman. I'm Charles E. Boyer, vice president of employee relations at Blue Cross & Blue Shield of Michigan. Our company—with 4.3 million customers—is the largest provider of health care services in the State of Michigan. We also provide health care services to 1.2 million Medicare beneficiaries.

I'm here today to reaffirm our commitment to investing in children. Helping children any way we can is not merely altruistic on our part. It is in our own best business interests as well.

An ill-prepared and unmotivated workforce hurts the viability of companies. It hinders the competitiveness of the United States. We have to ensure that today's children are equipped to be fully participating members of their communities.

Yet today we see children whose families lack the means to obtain basic health care. We see an alarming drop out rate, especially in our inner cities. We see our children lag behind those in other countries in physical fitness.

These are problems that will not go away by themselves. Eventually they will touch us all—business, government, labor, the community—in one way or another. If steps are not taken, we will experience repercussions down the road. We will see it in the form of higher health costs, remedial education, lost productivity and unmet human potential.

That's why it's so important for business to invest in our young people. We at Blue Cross & Blue Shield of Michigan are involved in several youth investment programs we think make a lot of sense for us * * * and for business in general.

Health care is our business. So we decided to get involved in helping uninsured kids in our state receive the health care they need and deserve. Last fall, we joined in a partnership with the State of Michigan to launch Michigan's Caring Program for Children. It's a non-profit program that raises private dollars to give basic preventive health care to lower-income, uninsured youngsters.

The program targets children falling between the cracks in the health care system. It helps youngsters of the "working" poor who don't qualify for Medicaid and can't afford coverage on their own.

Through the Caring Program for Children, more than 1,000 children are receiving free health care services. Office visits, well child check-ups, immunizations, emergency care, outpatient surgery, diagnostic tests and substance abuse treatment are included.

Our company donates administrative services to the program. Every private dollar raised goes directly to health care services for kids. The State of Michigan helps with outreach services. It's also seeking the release of federal funding to match private donations.

Programs such as this one help prevent families from delaying treatment because they lack the means to pay for health care. It helps prevent minor illnesses turning into something more serious, which can only be treated at greater expense. It helps alleviate overcrowded emergency rooms used by uninsured families as their only avenue of care.

We realize that the Caring Program for Children is not the answer for the problems of the uninsured. Nor is it a substitute for the larger policy decisions which must be made at some point. Yet we must begin somewhere, and every vulnerable child we can help today is important.

The good health of our children also involves investment in physical fitness. National studies show that our children's physical performance levels are alarmingly low and getting worse. In fact, a report we funded shows that about one-third of Michigan's school age children are overweight.

Our concern about our children's physical fitness led us to join with the University of Michigan six years ago to sponsor a program called "Fitness for Youth." The program has grown to encompass 34 Michigan school districts and 45,000 students.

Program results have been dramatic. Students who exercised regularly through the program improved their cardiovascular fitness, reduced their cholesterol levels and performed better in flexibility and strength tests.

Along with investing in the general health of our children, we also must invest in their education. Business has to be a bigger stakeholder in education. We can't afford the enormous remedial costs if we have young people lacking basic skills entering our workforce.

Business must strengthen the tie between education and jobs. In Detroit, our company has joined a coalition of businesses in a unique "compact" with Detroit Public Schools. We're working with students at a local high school who successfully complete their education and meet program standards. As part of our "compact," we will provide these students with a job or a college education.

Motivating kids at an early age is very important. That's why we're involved in a special incentive program. We're doing it in a school district where, on the average, elementary kids miss eight percent of their classes. By working with teachers and parents at one elementary school, we've made inroads at turning around that situation. Forty students at that school recently received U.S. Savings Bonds from our company. They received them for perfect attendance.

These are just some of the ways that businesses can invest in our young people. I would like to take this opportunity to reaffirm our commitment to these programs * * * and our willingness to cooperate with you and others in these endeavors.

A wise investor calculates the return in every investment. We can already tell you what the return on an investment in our children will be. It will go far beyond dollars. An investment in nothing less than our future and a measure of our humanity.

Thank you very much.

STATEMENT OF WILHELMINA JENNINGS

Senator HARKIN. Thank you very much, Mr. Boyer, and next we will go to Wilhelmina Jennings, executive administrator of the Institute of Maternal and Child Health at Wayne State University, and coordinator of Detroit's Healthy Start project aimed at reducing infant mortality in Detroit. In 1989, she was the chair of Michigan Healthy Mothers Healthy Babies Coalition. She has graduate training in public health administration, guidance, and counseling, and is also a registered nurse. Ms. Jennings, welcome to the subcommittee, and please proceed.

Ms. JENNINGS. Thank you. I want to first describe the Healthy Start program and relate it to some of the current problems and needs in a particular project area, as well as talk about some of the strategies that Healthy Start program plans to develop to try and address some of those problems.

Senator HARKIN. Can you pull the mike in just a little bit closer? Just a little bit. Yes; thank you.

Ms. JENNINGS. Is that better?

Senator HARKIN. Yes.

Ms. JENNINGS. Detroit received a Federal grant last fall from the Department of Health and Human Services to try and address the problem of the high infant mortality rate in the city of Detroit. We were one of 15 programs in the United States to receive this funding, and what we did was pooled together a consortium of a lot of health and human services providers and persons in the communities to try to look at what some of the needs are in this particular community. We identified our project area, which is comprised of a small section of the West Side of Detroit, the central section of Detroit, including Highland Park, as well as the East Side of Detroit, and we conducted a number of surveys and community drive-throughs to try and determine some of the needs in a particular area.

We already knew that Detroit has a significantly higher infant mortality right than most cities in the country. In fact, in the city of Detroit in that particular project area the infant mortality rate is roughly 26.9 per 1,000 births, and that was for 1990, which is more than twice the national average, and it is more than twice the State average for black infants.

So we conducted a survey to talk to women who had delivered at a number of hospitals to find out what they felt were the needs of their community and to look at what the histories were in terms of prenatal care. We found that a number of women unfortunately do not go into early prenatal care like we would like them to. A number of women that we interviewed did not go to their first prenatal appointment until well into their fifth or sixth month. A number of those women abused substances and drugs such as alcohol, tobacco, and other illicit drugs. A number of them are socially isolated. They do not have the support of the baby's father, families, or friends, and so you are finding women who are low income, who are in isolated areas, and who feel that they are in an overwhelming situation and tend not to go into early prenatal care. You have got to look at some of the basic needs for survival, and if you do not have adequate food, housing, or shelter, prenatal care takes a back seat. It will not be seen as a priority for a number of women.

So what we were trying to do was to develop strategies that will address that particular issue, and one of the major things that we will be doing is developing what we call magnet centers that will draw in women that are hard to reach into these particular centers. We know that the vast majority of clients that come into publicly funded centers have Medicaid insurance, so insurance is not the problem. A number of women do not go in for free prenatal care because they cannot get there. Transportation is totally unavailable. Most of them do not have a car. If they have to take a bus to a clinic they may have to take two or three buses. If they have younger children, they may not have a baby-sitter to watch the young siblings so, to them, it is easier to not go than to have to bring two or three kids because they do not have anyone to watch the children. So what we are trying to do is to establish magnets centers that will address those issues, try and look at adequate child care, develop better transportation systems by contracting with programs that currently exist that offer those type of services and expand upon the services.

We are also trying to figure out a way of recruiting more health providers. There are not enough physicians in the Detroit area that will serve Medicaid clients. A number of you who are in health and human services are aware that a number of OB/GYN physicians have left Michigan because of malpractice problems in terms of high malpractice rates and the fear that low-income people tend to file lawsuits more regularly than the general population, which is not the case.

We also want to do more aggressive target outreach, so we hope to recruit women from the community who have similar backgrounds and lifestyles as the clients we are trying to serve, but have been successful in negotiating health and service systems to be advocates, to work with these women to say, hey, I am in your corner, I am there to help you. I can help you fill out the complicated Medicaid application so you can get on Medicaid. I can assist you in completing the other complicated eligibility forms that are required of anyone to receive a public health service. So we hope to be recruiting a number of outreach teams that will be able to go in areas, identify women who are afraid to come forward because they are using drugs or other substances and say, hey, we have been able to identify a residential program for you so that you can deal with your substance abuse as well as go in for prenatal care.

I was concerned with what Representative Collins said earlier in terms of the fact that the United States is one of the few industrialized countries in the world that has such little regard for the care of its children. These children are our future leaders. They can become our future legislators if we give them the chance, and yet we have put less priority on our own families and children and fathers who could make a difference in terms of the direction that our country can go.

PREPARED STATEMENT

Our program intends to support the fathers of these infants. Quite often men are put aside and say, hey, you are unemployed, you cannot be in the home because if you are in the home the mother cannot get on welfare or whatever. These men quite often want to support their families, but they have been pushed aside and told, no, you cannot be in the home because that is not part of the requirement for this particular program. So Healthy Start intends to encourage men who are the fathers of these babies to get the job skills they need, to be able to provide parenting skills that a lot of them want to provide, so they can help these women have positive pregnancy outcomes. Thank you.

Senator HARKIN. Thank you very much, Ms. Jennings.

[The statement follows:]

STATEMENT OF WILHELMINA JENNINGS

This presentation will address the need to invest in programs for mothers, infants, and children by discussing a new federally-funded initiative in Detroit, called Healthy Start. The goal is to reduce the infant mortality rate in Detroit by 50 percent over the next five years.

The Healthy Start project is comprised of a consortium of over 50 health and human service providers and consumers in Detroit and Wayne County.

I would first like to define the problems associated with infant mortality in the Healthy Start project area and second, discuss strategies that have been identified to assist in the reduction of the problem.

The Healthy Start project area includes sections of the west, central, and east side of Detroit, including Highland Park (which is in Wayne County). There are many health, social, and economic needs of this community. These include:

1. The infant mortality rate in the project area is 26.9/1,000 as of 1990. There were 9,402 deliveries.
2. Low birth weight rate is 13.7 percent.
3. 17.6 percent of deliveries in the project area occurred prior to 37 weeks gestation.
4. 28 percent of women who deliver in this area did not receive prenatal care in the first trimester; 6.7 percent received none.
5. Many of the women are dissatisfied with the health and social services system, i.e., dissatisfaction with the information they receive about prenatal care; services they receive by the Department of Social Services; waiting too long for prenatal appointment; waiting too long to see a doctor in the clinic; lack of transportation to the clinic, among others.
6. 28 percent use illicit drugs prior to pregnancy, 16 percent during pregnancy.
7. 22 percent of women reported using alcohol during pregnancy.
8. 25 percent of women reported using tobacco during pregnancy.
9. Women report feelings of isolation in terms of social supports, i.e., little tangible assistance from the father of the baby, or family members, 68 percent of women report depression during their pregnancy.

The Healthy Start program has identified specific efforts to try and address these problems, knowing that one program cannot solve all the health, social, and economic problems of this community, but investing in women and children will have positive returns in the future. We either pay now or pay later. These strategies include:

1. Establish better coordination of existing resources in the community that are comprehensive and compassionate.
2. Enhance and expand existing resources; many are underutilized, while others are beyond their capacity. We hope to recruit nurse mid-wives, nurse practitioners to provide ob/gyn services. Recruitment of National Health Service Corp physicians are planned.
3. Establish individualized case management via home visits by professionals and paraprofessionals to assist women and their infants to get the health services they need.
4. Employ extensive outreach efforts through collaboration with community agencies and neighborhood organizations to increase their knowledge of and investment in entry into prenatal and infant health care services in a timely and consistent fashion.
5. Expand transportation services for women and their infants to obtain the health and social services they need.

For those women who enter prenatal care early and are managed by a health provider on a consistent basis, the infant mortality rate is closer to the state average of around 11/1,000. This is why investing in prenatal and infant care services is important. Our goal is to assure that every pregnant woman and infant gets the services they need in a timely fashion; we want to convince women that they do not have to go to an emergency room for prenatal care, that they don't have to wait until they are in labor to see a health provider, that providers are available to assist in whatever means necessary to assure a positive pregnancy outcome. The Healthy Start community wants to assure that access to prenatal care is commonplace, so that women can get on with the business of improving their lifestyles through job training and employment. Primary care and prevention is critical. The United States is one of the few countries in the industrialized world that has shown little regard for the health and well-being of its children, where so few dollars from the federal budget is allocated for services to children. Healthy Start is a small effort to change that trend, but certainly not enough. Additional resources are needed to improve the social and economic conditions in our communities that are associated with high infant mortality; lack of food, inadequate housing, unemployment.

Thank you.

STATEMENT OF TERRI WRIGHT

Senator HARKIN. Next is Terri Wright. Ms. Wright is the chief of the Bureau of Child and Family Services at the Michigan Department of Public Health. Ms. Wright manages a State agency with a budget of $225 million devoted to improving the well-being of children. She is here to present us with information regarding the health status of children in Detroit and the special problems and challenges we face in our efforts to improve their status.

Ms. Wright received her BA in 1979 from City University of New York, and her master's degree from the University of Michigan in 1983. Ms. Wright, welcome.

Ms. WRIGHT. Thank you. Today 14 babies will be born to mothers who have not received adequate prenatal care. Today 48 babies will enter the world to mothers who are still children themselves. Within the next 17 minutes, and every 17 minutes thereafter, an infant will be born into poverty. Within the next 6 hours, and for every 6 hours thereafter, an infant will die. Within the next hour, and for every hour thereafter, an infant will be born too small to be healthy. Today 5 children will die, and 442 will go to sleep tonight afraid of being beaten or sexually abused. Tonight 20 percent of all preschoolers will go to sleep hungry, and within the next 46 hours, and for every day and a half after that, a child will be murdered.

Good afternoon, Senator Harkin and Senator Riegle and invited guests. On behalf of Bernice Davis-Anthony, director of Michigan's Department of Public Health, Dr. Ronald Davis, chief medical executive for the State of Michigan, and myself, Terri Wright, bureau chief, Child and Family Services, it is with great concern and sadness that I bring to you the state of our children, our youth, and our future on this day, June 29, 1992. Allow me for a few moments to share with you some specifics for your contemplation.

I understand the focus of this hearing to be the status of children age 1 to 5. However, their beginning is where the greatest opportunity for prevention and early intervention exists. Low birth weight and infant mortality are the traditional indicators of the state of our future. In 1990, over 3,400 infants in Detroit, city of Detroit alone, were born weighing less than 5½ pounds, almost 30 percent of the State's low weight births. In 1990, 491 infants died in Detroit before their first birthday.

Michigan ranks 32d in the Nation in violent deaths of children. The number of children killed with firearms more than doubled in a decade of the 1980's. Child homicides are clustered in high-risk neighborhoods within urban centers. Detroit is an urban center. Seventy-one percent of all homicides in Michigan in children and youths from age 5 to 24, occur in this city, and 10 percent of all deaths due to accidents and 14 percent of all suicides in children and youth, age 1 to 24, occurred in this city.

The rate of full immunization that you discussed, Senator Riegle, among Michigan's children under the age of 2 ranges between 30 and 60 percent statewide, a fact we are not proud of. A recent study in Detroit indicated only 57 percent of children under 2 had received the measles vaccine, and only 30.6 percent had received all recommended vaccines by their second birthday.

The greatest predictor of the health and well-being of our children is a look at their status and poverty. During the 1990's, Michigan ranked second highest among the Midwest States in ranking of child poverty. Nearly one in five children lived in poverty. In 1987, 35 percent of Michigan children under 1 year of age were living in poor families, and almost one-half of all African-American children were poor; 31.5 percent of Detroit's total population were poor children. Children who live in poverty in Michigan are 2½ times more likely to die.

These data are a very small window of the status of the young child. Time prohibits a review of the health status of the adolescent or the homeless child, but I encourage you to use your imagination and you will not stray far from the facts. No doubt Michigan has a long way to go in achieving the Nation's objectives for children by the year 2000, and Detroit represents the area where the greatest change and improvements will have to occur to move the State toward a healthier century of children.

The last few years has seen the implementation or expansion of a number of programs funded and supported by either State, Federal, local, or private resources, or a combination of all of the above. In any event, the common element has always been an investment in our future. Some of the interventions designed to influence pregnancy outcomes include: In 1986, prenatal care was declared a basic health service in Michigan, which assures availability and accessibility of prenatal care to all of Michigan citizens regardless of race, creed, or ability to pay, although that vision has been sorely compromised by the unresolve of the malpractice situation and the need for tort reform in Michigan, Detroit specifically, and Wayne County.

In 1987, Michigan adopted the option to expand Medicaid coverage to pregnant women up to 185 percent of the Federal poverty income guideline, thereby reducing some, not all, but some of the financial barriers to early prenatal care. In 1990, Medicaid expansions in support of infants occurred.

In addition to a number of ongoing, routine services such as prenatal care and caring for children with special health care needs, Michigan has a number of nonmedical support programs for high-risk, low-income pregnant women. For example, maternal support services are services such as social work, nutrition counseling and intervention, transportation, and parenting education, all equally as important as the medical and laboratory components of prenatal care. Also, the maternal and infant health advocacy program, of which Wilhelmina also spoke, is an outreach initiative designed to encourage pregnant women to seek early prenatal care and to maintain continuous care. And, of course, there is WIC, the women, infant, and children supplemental feed program. I cannot say enough about the successes of WIC as proven again and again in the literature with regards to improvement in nutritional status of pregnant women, their infants, and children.

Michigan, and specifically the city of Detroit, is a site of President Bush and Secretary Sullivan's Healthy Start initiative which Wilhelmina spoke of. This program promises to make great strides over the next 5 years toward improving pregnancy outcomes through community development and public-private partnerships.

The Michigan child mortality review panel, which investigated and documented the interpersonal violence amongst our children and youth also highlighted a number of model antiviolence programs such as Detroit's SOSAD, Save Our Sons and Daughters Program, and Wayne County's office violence reduction program known as Safe Streets, Safe at Home, Safe Treatment, and Safe to Say Program. EPSDT, also known as the Early Periodic Screening and Detection and Treatment Program, is a national health screening program for children on Medicaid. The program's objectives are to provide routine health screening to identify health needs early and to facilitate entry into the appropriate provider's care for further assessment, diagnosis, intervention, or treatment as needed.

In 1991, over 15,000 Detroit area children were screened, and for those children who are ineligible for Medicaid but who are uninsured and low income there is a Caring for Children Program launched in 1991 as the gentleman from Blue Cross & Blue Shield discussed. That program is a program of voluntary donations. Approximately $354 provides health coverage for one child for 1 year, and donations are received from individuals, community groups, and childhood foundations, for example, the Skillman Foundation, which recently donated one-quarter of a million dollars. Blue Cross & Blue Shield also donates the program management and all claims processing of medical bills. To date, a little over 1,000 children have been enrolled. However, there is a waiting list of over 3,000 children to get into this program.

The city of Detroit has the largest lead poisoning screening and prevention program, which is a subject that we have not discussed here today. This program was started 20 years ago to combat this asymptomatic public health crisis by screening and identifying children who need treatment and families that need education. They screen more than 25,000 children annually, and identify almost 600 new cases each year. This is still not sufficient, however, for 95 percent of Detroit's housing was built before 1955, with much of it before 1935 when lead paint and pipes were common home construction materials.

Michigan citizens, providers, and practitioners have worked very hard over the years to collectively invest in our children and our future, and improve their overall health status. However, over these same years the state of this country's economy has declined, and poor and marginal families bear the consequences. The data shows their health status to have worsened, and we have to do more with less.

Michigan has a number of planned interventions which are in various stages of fruition. For example, for pregnant woman and their infants the following strategies are being developed: The Centers for Disease Control has entered into a cooperative agreement with us to initiate a prenatal smoking cessation program. The intent of this initiative is to reduce the number of women who smoke during their pregnancy. Approximately 24 percent of infants born in Michigan each year are born to mothers who smoke, and approximately 10 percent of infant deaths in 1990 were attributable to maternal smoking.

Based on Governor Engler's recommendations and his recently released Strengthen Michigan Families, publication in fiscal year 1993, Michigan will expand its maternal support services program beyond the current 60 days postpartum to include a focus on the infant's early growth and development, continuous parent education for high-risk families, and provide infant support services through the first year of life. This is a much needed expansion and one that we are proud of. Eventually we would like to see this expanded to age 4.

This is particularly important for the recent situation, Senators, that you might have heard about, Baby Holloway, who has recently died. It was discovered that another child in that household also died from starvation a few years ago. This particular child was 4 months old, only weighed at the most 6½ pounds, but I highlight that particular situation because with the present expansion, that we hope to cover through year one, that child would have been in our system. We would have been following that child, and hopefully as it is designed, we will be able to prevent future occurrences such as the Baby Holloway situation.

In addition to the antiviolence model programs mentioned earlier, the department in a consortium with three major universities, has an advocation pending with the Centers for Disease Control for injury control and prevention. This grant, if funded, will focus on injury surveillance, prevention, injury rehabilitation, and evaluation of public policy with regards to violent and intentional injury. Both Detroit and the State of Michigan will respond to Secretary Sullivan's infant immunization initiative, commonly referred to as I–3. The plan will represent a blend of public and private providers focused on increasing capacity and eliminating missed opportunities for immunization. The Bureau of Child and Family Services has also developed strategies related to improved coordination and the use of incentives and inducements, regulations and education to improve achieved rate of proper immunizations.

The State of Michigan and the city of Detroit recently entered into a cooperative agreement with the Centers for Disease Control to enhance and strengthen their respective lead programs. Some highlights include followup and tracking, which we are sorely lacking currently, professional education, infrastructure development, policy development, quality assurance, and most important, evaluation. We are excited about this opportunity to join hands with the city of Detroit to reduce the burden of lead in exposed children.

The Families First Program in Michigan has been implemented to target families at risk of separation by removal of one or more children, because of abuse or neglect. Intensive home-based services are provided with the focus on keeping families intact. The program is guided by the principles of family preservation and empowerment, another priority of Governor Engler's Strengthen Michigan Families document. The community's first initiative is an effort by State government to implement a community driven service delivery to increase the ability of children and families to function more productively and independently. The services and their locations to be provided will be determined by the community, and will be consumer centered and consumer driven. Communities will determine local need, identify consumers and their need, determine how services should be delivered, and identify areas of troubleshooting, and make recommendations for administrative efficiency. Four pilot communities have been selected to start this initiative and a fifth community is currently being planned.

The overall philosophy of these programs is the belief that solutions must be developed by the community in the community and with the community. Communities have been disempowered and disenfranchised for far too long. We must work along side by side with communities to strengthen families and individuals. Consistent with that philosophy is Michigan's intent to allow school districts to function as a Medicaid provider of services to eligible recipients over the age of 9. This is a golden opportunity to reach the school-age population of eligibles who typically cannot be found in the health care system and are more difficult to reach. The Detroit school system will be the first and a primary pilot of this expansion.

Part H of the Individuals with Disabilities Education Act offers the unprecedented opportunity to identify young children before they need special education services. Education, public health services, and mental health service agencies at the State and local level have been organized to serve families with a family centered, community based coordinated network. The early pilot programs demonstrate significant cost benefits for these early intervention activities. Michigan is considering the comprehensive EPSDT health screening as an entry point for part H services. However, there are no financial resources for this service for uninsured children who are ineligible for Medicaid.

In summary, it is evident that given all the odds, Michigan has made major strides in investments for our future, although the data clearly indicates that we still have a very long way to go. Healthy seeds planted today will blossom for tomorrow. Most importantly we must, as a Nation, begin to value the importance of prevention services. As a State, we remain committed to the good common sense investment that prevention makes.

It is too costly, both in terms of monetary costs and human costs, to continue to fund expensive immediate treatment needs at the expense of funding longer range prevention oriented programs. Priority on prevention is truly an investment in our children, our youth, and our future.

I would like to close with two quotes, the first by James Agee, and the second is a declaration of the United Nations. I quote, "In every child who is born, under no matter what circumstances and of no matter what parents, the potentiality of the human race is born again, and in him, too, once more, and of each of us, each of us our terrific responsibility toward human life, toward the utmost idea of goodness, of the horror of error and of God." And, second, I quote, "Mankind owes to the child the best it has to give." Is this our very best?

Thank you.

Senator HARKIN. Very good. All right.

That was very comprehensive and you have a full plate.

Ms. WRIGHT. I know, and we need everybody's role to help make this happen.

Senator HARKIN. Absolutely.

[The information follows:]

HEALTH STATUS OF CHILDREN IN DETROIT COMPARED TO MICHIGAN AND THE NATION—JUNE 29, 1992

AREAS OF DISCUSSION

A. Measurements of health for children: Low birth weight/infant mortality; chronic disease; violence; immunizations; lead poisoning; and poverty.

B. Most current status data on each indicator.

C. Current interventions: Prenatal care as a basic health service; Medicaid expansion for pregnant women; violence report and subsequent activity; infant support services; EPSDT; and WIC.

D. Planned interventions: Healthy Start; infant support expansion; violence; immunizations; lead poisoning; maternal support services (poverty); private partnerships; and families first/communities first.

E. Proposed interventions: Family planning as a basic health service; Governor's task force on drug exposed infants; child health policy workgroup; and part H/early intervention.

STATEMENT OF AUGUSTINE JONES

Senator HARKIN. Next we have Augustine Jones. Ms. Jones just retired after 22 years as an elementary school teacher. For 20 of those years she served as a kindergarten teacher. She is a graduate of Wayne State University. Her retirement plans are to do substitute teaching 1 or 2 days a week. Ms. Jones, thank you very much for being here. You can certainly tell us about what you have observed happening over the past several years.

Ms. JONES. Thank you, Senator Harkin.

Senator HARKIN. Please proceed.

Ms. JONES. Good afternoon to all of you here, and members of the panel. When I was called and asked could I give something, a 5-minute speech on readiness to learn, I say, has it affected the children over the last 10 years, has it gone forward or backward. I said, "Oh, boy. Do you really want me to tell it like it is or like it used to be?" And so he said, "Well, tell it like it used to be and tell it like it is." And he said, "Well, you have to have some recommendations on how we are going to improve it also."

So I say, first of all, I should say it is not readiness to learn, it is how it is unreadiness to learn now. Because in the recent years, over the past 10 years, I have seen a parental apathy or parental unawareness of what children are to know when they come to school. When I listened to the Head Start Program this morning, the children, I said, well, these children are the exception, not the norm, because this is not what I have seen entering the kindergarten, and I know as we listened to them we said, well, if this is what Detroit has, they have something on the ball, but it really is not that way.

What I find giving preschool tests as a test of readiness for entering kindergarten, the scores have gone backwards, and I find parents are not aware of what skills children should have attained before they came to school. I asked one parent last year after giving the test, "Where have you been for 5 years?" "I have been home." I say, "Well, what does your child do most of the day?" "Play outside, watch television." I say, "What programs does your child watch?" "Basically what I watch. If I watch the soaps, he watches the soaps, I watch the news, he watches the news." I asked her was she aware of "Sesame Street." If you would only count the number of awards that "Sesame Street" has received over the past 20 years, you would know that a child could get a good basis of education by sitting 1 hour in the morning watching "Sesame Street." They could have a foundation as to their colors, this little girl said she did not know her colors. But if you watch "Sesame Street" and you have a color TV, I am sure that by the end of when they are 3 and 4 years old, they would come to school knowing their colors.

I find that parents do not spend enough time talking to their child. I say, "When do you talk to your child?" "Oh, when he goes to bed or when I tell him something to do." They are busy giving directions instead of listening to their children. If you would listen to your child, you would know what your child does or does not know.

When it comes to gross motor skills, I am so appalled at how many cannot even skip, jump, hop, or even know the basic difference between the gross motor skills, much less the fine motor skills of writing or grasping a pencil correctly. And I find this appalling. Also I say, "Well, what do you do with your children other than wash them, feed them, cloth them." "Well, I give them chores to do." I say, "Do they clean up behind themselves?" "Well, they are too small." Every child that dirties up can clean up, and in my kindergarten, if you have a play time, the toys were in order when you came here, they must be in order when you leave play time.

One of the things I find also is unacceptable behavior and language. Children come to school speaking in one- or two-word sentence. You cannot get more than a five-word sentence, usually, from a child of today, and I find that appalling. They are very aggressive in their play. They find that if they cannot have their way, they are ready to attack a child now. The sharing process should have been learned in preschool or Head Start. Now the parents say they could not get their child into Head Start or to preschool because of the distance they had to go. The Head Start Program is limited to the children that they send, and to cut funds from such a program when we should be involving more children, I cannot even visualize.

When a child comes to school, there are things that you expect them to know. They should recognize their name. When you ask a child their name, I often get a nickname, Buzzy. They should know their full name. They should recognize colors. They should know how to count by rote at least to 10, and identify quantities of one to five. They should. If you can do these things as a readiness to learn when they come to school, then I am sure that your child will be able to succeed in kindergarten.

But it says recommendations for improvement?

There has to be parental involvement. I see where the Head Start Program says you have to have the parents involved. Continue this into kindergarten. I looked at Ms. Marshall, who is the counselor that came with Angela, she was one of my parent helpers last year. Can you imagine out of 50 students I only had 3 parent volunteers?

Mrs. Marshall was one of them, thank goodness. But you need to carry the parent involvement. In preschool it is mandatory, but in kindergarten in the State of Michigan, did you know that kindergarten is not even mandatory?

Senator HARKIN. Michigan is a State that it is not mandatory?

Ms. JONES. That is right. It is not mandatory. And out of the 22 years that I taught kindergarten, I could not fail a kindergarten student.

There needs to be a revamping of the curriculum in kindergarten. Parents need the pretest information of their child so they will know what the weaknesses of their child is. And attendance.

This is one of the things that has turned my hair white, or is turning it white, because I find that as the years go on the parents have no idea or no concern about how many days their child has been absent.

When I started in 1969, I think I had a class size of approximately 35 students, and I could count on 33 or 34 every day. My last year I had a class size of 25 in each session, but I could hardly count on 20 being there each day. And to me, to see that decrease, really lets you know where our parents are headed, and if you do not educate your child, if you do not send them to school to be educated, and you do not educate them at home, where will our children be in the next 10 to 15 years. So you must send your child to school.

Then do you know that you have a right to know what is being taught in that school?

That teacher has a responsibility to tell you what her objectives are for the year. But have you bothered to go up to see what your child is doing?

You do not need an appointment to go to a teacher's classroom. Just say, well, I have a day off, I think I will go see what Johnny is doing. Go to the office and say, I would like to go in, see what my child is doing. This is a must if we are to bring our standards back up. This was the system in 1969. Parents would come in, parents would volunteer. You had a parent, a teacher aide. You had the assistance, you had the help, but because of this current lack of responsibility and apathy on the part of the parents, I have seen kindergarten scores in Detroit go from top to bottom.

I find that parents come in and they say, "Well, they played in preschool and they played in Head Start." Play time is a necessity. Do not let any kindergarten teacher set your child to a table, down to a table with pencil and paper and expect that child to work with pencil and paper for 2½ hours. I have seen where some principals are advocating this. I have heard that in the kindergarten that I just left, she says there will be no sandbox, there will be no climber. To me I think it is horrendous because just to go and put your hand in sand, you do not know what kind of a relief of stress that is. Even for a small child, after 30 minutes of engaging in academic learning, he should be able to have a play time.

The fine arts are also essential. I heard some of the children here, they want to be doctors, lawyers. Everybody cannot be doctors or lawyers. Some have to be artists, some have to be artisans, some have to be musicians, and if you foster this type of theme in kindergarten, then you will have more success of your children.

I feel there is too much emphasis placed on academic achievement in kindergarten. This is the place where the child should find out: Do I really love school. Do not turn that child around. We need to have an all-day kindergarten program for the accelerated, as well as those that come to school unprepared. Right now Michigan, Detroit system, only avails their kindergarten program, extended day program to those that are not ready to enter school, but I say if you are smart then you have as much right to be there all day as those that are not ready to enter.

We have to have something as a reward, incentives. You must have your field trips. If you have your field trips, and you must have your approved videos, then I see success for the Detroit kindergarten program in the future years.

Let us move on. Let us move forward. Readiness to learn.

Senator HARKIN. Well, thank you very much, Mrs. Jones, that is great. [Applause.]

I wish we could duplicate you and have kindergarten teachers like you all over America. That is wonderful.

STATEMENT OF MICHELE STRASZ

Last is Michele Strasz, chair of the Michigan Coalition for Children and Families. Her organization is a joint project with the Children's Defense Fund and the Michigan Coalition for America's Children called the Michigan Campaign for Children. Michele graduated from Michigan State University, has a master's degree in public administration from Western Michigan University. Michele, welcome very much.

Ms. STRASZ. Thank you. Good afternoon, Senator Harkin, Senator Riegle, and members of the audience. It is good to see some of my old Head Start friends here. I previously worked for the Michigan Head Start program as a liaison between the local programs and the regional office, so I am glad to be here today in one of the centers.

The quality of life for Michigan's children and families is in jeopardy as we heard. And citizens, business leaders, community leaders, and children's advocates are concerned, and we are organized and ready to take action on their behalf. According to a survey that was published by the National Association of Children's Hospitals and Related Institutions, an increasing number of Michigan voters indicate that the safety and well-being of children should be the top priority of Government. However, these same voters also expressed frustration that the Government cannot be counted upon to protect the interests of our children.

Voters are willing to make children the top public policy and spending priority at the expense of other Government programs. Unfortunately, we have not had the opportunity to make this a public debate at either the national or the State level. Michigan's Campaign for Children would like to open this debate in our State.

The campaign was organized to articulate a comprehensive children's platform, to increase public consciousness of children's issues, and to reposition children as the public policy issue during this election year. There is a perception in our communities, both urban and rural, in State and out State, that children's well-being is deteriorating. As we heard, this is not a perception, this is reality, and we cannot afford both financially and in human terms to ignore the needs of our children.

The Center for the Study of Social Policy recently issued the kids count. Michigan ranks 39th for child well-being among the 50 States and the District of Columbia. This is down from 38th 3 years ago. The health, education, and poverty status of Michigan's children has degenerated. I would like to reiterate a few statistics to illustrate this.

Less than 60 percent of all of our 2 year olds in Michigan are fully immunized for their age. Head Start and the Michigan Department of Education early childhood program serve approximately 25 percent of all eligible children in this State; that is approximately 35,000 children. One-fifth of Michigan's children are not covered by any form of health insurance. Last year over 15,000 children were found by Protective Services to have been abused and neglected. Annually there were over 50,000 reports of abuse and neglect in our State. The poverty rate for children under 18 years of age in Michigan this past year was 18.6 percent. In Detroit in the Wayne County area, that rate is 30.6 percent. These children represent nearly one-third of our population in this State, yet they do not vote and they do not have a voice. These children are dependent upon us and we are dependent upon them.

Michigan's Campaign for Children is asking our elected officials and candidates for public office to adopt our platform and take the pledge. Our platform states that all of Michigan's children deserve a healthy start, a head start, and a fair start in life, including to be free from hunger and preventable disease, to receive basic health care, to receive an education that prepares them to meet the future and inspires their potential, to grow up free from abuse, violence, and the devastation of alcohol and other drugs, and most importantly, to grow up in an economically and emotionally secure family. We hope that our Michigan delegation and all candidates and incumbents will take our pledge and platform.

There will be regional strategy sessions held throughout the State in order to assist communities to become more active in the campaign. Our goal is to help communities identify priority issues, determine what resources are available to them, and to work collectively to place children's issues on the public agenda. There will be a meeting in the Detroit area at the MacGregor Memorial Conference Center at Wayne State on Monday, June 20, at 4, and I would be glad to provide anyone with other information about other areas throughout the State.

Citizens also have an extremely important role to play in Michigan's Campaign for Children. They too can take a pledge to support the platform for Michigan's children. We encourage them to educate their local, State, and national leaders about the needs of children, register to vote and make your vote count for kids this November.

Putting children at the top of the public agenda during this campaign, however, is only the first step. In Michigan, we know it works as we have heard from the young people here today and from some of the other representatives on this panel. Early intervention is not enough. Prevention is the key. We must provide our children with a sense of hope in the future as well as provide for their basic needs and give them opportunities and skills to become healthy and productive citizens, parents, voters, employees, and taxpayers.

One of the members of Michigan's Campaign for Children, the Michigan Coalition for Children and Families, has outlined a blueprint for change in this green book called "Prevention, the Children's Agenda." Our goal is to provide a framework for policy makers, advocates, and communities, to work together to develop long-term investment strategies that will benefit and protect all of our children and families in this State. This document lays out a spectrum of comprehensive services from prevention, early intervention, to corrective intervention programs. As we know, for every $1 that is spent in child immunizations we can save $10 in later medical costs. This is just one example of the cost benefits that we can result in this State saving taxpayers money and improving the quality of life for Michigan's children.

PREPARED STATEMENT

The children's agenda is the second step toward prioritizing the needs of children and families in our State. We hope that you will take this agenda with you into the future after the election is over and after the campaign rhetoric has failed. Our citizens, our taxpayers, our business community, our local communities, are ready to hold public policymakers accountable to insure that all of Michigan's children have a healthy start, a head start, and a fair start in life. It is time that we show the children of today that we as a society of Government and as individuals care about their well-being and their future. If we convey this message to them, they will do the same for their children and for us. Thank you. [Applause.]

[The statement follows:]

STATEMENT OF MICHELE STRASZ, MICHIGAN'S CAMPAIGN FOR CHILDREN AND CHAIR, MICHIGAN COALITION FOR CHILDREN AND FAMILIES

Senator Harkin and distinguished members of the panel, my name is Michele Strasz. Thank you for the opportunity to address the Subcommittee today. I am here wearing numerous hats as was mentioned in my introduction. I would like to speak with you regarding the status of Michigan's children and describe Michigan's Campaign for Children.

Michigan's Campaign for Children is a non-partisan educational project of the Michigan Coalition for Children and Families, the Children's Defense Fund, the Coalition for America's Children, Michigan Citizens for America's Children, Michigan's Children, and the Skillman Foundation.

The quality of life for Michigan's children and families is in jeopardy, and citizens, business leaders, community leaders, and children's advocates are concerned and ready to take action on their behalf. According to the survey published by the National Association of Children's Hospitals and Related Institutions, "an increasing number of Michigan voters indicate that the safety and well-being of children should be the top priority of government, however they also express frustration that government cannot be counted on to protect the interests of Michigan's children."

Michigan voters are willing to make children the top public policy and spending priority at the expense of other government programs. Unfortunately, we have not had a public debate in this country or in this state about how we will put children at the top of our priority list. Michigan's Campaign for Children wants to open the debate.

Voters and taxpayers support a Children's Agenda and they want to know where our elected officials and candidates for public office stand on children's issues. Michigan's Campaign for Children was organized to: articulate a comprehensive children's platform; increase the public consciousness of the scope and urgency of children's issues; strengthen the capability of advocacy groups and communities to collaboratively address the needs; and reposition children as the public policy issue in this election year.

Children are moving to the top of the public and political agenda because of the perception that children's well-being is deteriorating. Well I am here to tell you that this is not a perception, this is reality. And we cannot afford both financially and in human terms to ignore the needs of children.

According to the Center for the Study of Social Policy in Washington, DC, Michigan ranks 39th for child well-being among the 50 states and the District of Columbia. This is down from 38th three years ago. The health, education, and poverty status of Michigan's children has degenerated as we have heard from other members on the panel.

I would like to reiterate a few Michigan statistics to illustrate the needs of our children and families.

In 1990, 10,076 children were born to mothers who did not have adequate prenatal care.

Less than 60 percent of all two year olds in Michigan are fully immunized for their age.

Head Start and the Michigan Department of Education's Early Childhood Program serve approximately 25 percent of all eligible children in the state.

One fifth of Michigan's children are not covered by any form of health insurance.

Last year over 15,000 children were found by Protective Services to be abused and neglected.

The poverty rate for children under 18 years of age in Michigan is 18.6 percent. In Detroit, that rate is 30.6 percent.

Children represent nearly a third of Michigan's population, yet they do not vote. However, these children are dependent upon us and we are dependent upon them for the future quality of life in this state.

Michigan's Campaign for Children is asking elected officials and candidates for public office at all levels of government to adopt our platform and take the pledge. Our platform states that all of Michigan's Children deserve a healthy start, a head start, and a fair start, including: to be free from hunger and preventable disease, and receive basic health care; an education that prepares them to meet the future and inspires their potential; to grow up free from abuse, violence, and devastation of alcohol and other drugs; and to grow up in an economically and emotionally secure family.

I have attached copies of the platform and pledge to my statement, I encourage you and your colleagues from the Michigan delegation to take the pledge, and commit yourself to improving the quality of life for Michigan's and the nation's children.

Michigan's Campaign for Children is holding regional strategy sessions throughout the state before the primary to assist communities to become active in the Campaign. The goals of these regional meetings are to provide communities with assistance to identify priority issues for children and families, determine what resources are available to them to increase the visibility of these issues, and to work collectively to place children's issues on candidates' agendas. There will be a meeting at the McGregor Memorial Conference Center at Wayne State University on Monday, July 20th at 4:00 pm, and a number of sessions in the metro area.

Citizens have a role to play in Michigan's Campaign for Children as well. They can pledge to educate their local, state, and national leaders about the needs of children, and make their vote count for kids.

Putting children at the top of the political agenda during this campaign is only the first step. Taking the pledge and addressing children in speeches does not put food on the table or help a sick child.

In Michigan, we know what works. Early intervention is not enough. Prevention is the key. We must provide Michigan's children with a sense of hope in their future, as well as the basic needs, opportunities, and skills to become healthy and productive citizens, parents, voters, employees and taxpayers.

The Michigan Coalition for Children and Families has outlined a blueprint for Michigan in the Fiscal Year 1993 Prevention: Children's Agenda. Our goal is to provide a framework for policymakers, advocates, and communities to work together to develop long-term investments that will benefit and protect all children and families in Michigan.

The Agenda lays out a spectrum of comprehensive prevention, early intervention, and corrective intervention services across the development of a child's life from infant to young adult. To give you an example, for every $1 of taxpayer dollars we spend on child immunizations, we will save $10 in later medical costs. The Children's Agenda is the first step toward prioritizing the needs of children and families for vital services across this state after the election is over and the campaign rhetoric has faded.

Citizens, taxpayers, business, and communities must hold public policymakers accountable for insuring that all of Michigan's Children have a healthy start, a head start, and a fair start. The children of today need to know that we as a society, government, and as individuals care about their well-being and their future. If we convey that one message to them, then they will do the same for their children and for us.

To conclude I would like to quote Margaret Mead, the famous anthropologist and humanitarian. "The solution of adult problems tomorrow depends in large measure upon the way our children grow up today. There is no greater insight into the future than recognizing when we save our children, we save ourselves."

Senator **HARKIN**. Thank you very much, Ms. Strasz. Thank you all very much. Our time is running out. Both Senator Riegle and

I have to catch planes back to Washington. I had hoped that we would have time to open up to the audience. It does not look like that now. First of all, Ms. Strasz, in Michigan's Campaign for Children, I read the candidate's pledge. I hope you make every candidate for every public office take that.

Ms. STRASZ. Yes; we have sent the pledge to all of the State candidates for public office and we are in the process of sending it out to the Federal as well.

Senator HARKIN. And then after they take it, and they get elected to office, you track how they vote; right?

Ms. STRASZ. You bet.

Senator HARKIN. All right. Do not let them get by with just taking a pledge and not doing anything about it. I thank you all for very fine testimony here. I might just ask one generic question. I will just start here with Mr. Boyer and work our way down.

Assuming that we will not be able to break down the walls that Senator Riegle talked about. You know, in 1990, the Congress with the President put up these walls. It says you got so much money for defense, so much money for foreign aid, and so much money for domestic programs. Now the world has changed. The Soviet Union no longer exists with no more threat, but we still cannot take from Star Wars, for example, and put it in domestic programs. Well, that wall is still up. We have made a couple of attempts to try to break it down to get money out of defense into domestic spending, but we have been unsuccessful. Senator Riegle and I have been together in that effort. We will try it again this year. And I am not going to hold out any false hope that we can do it. The President's people on the Hill are just not going to let us do it.

That being the case, we are going to be faced again with a budget that is limited, and I can tell you that this subcommittee that I chair is going to be between a rock and a hard place. We are going to want the funds to fund these programs. We are not going to have the funds to do it this year.

And what I am trying to get a feel for is some kind of priority, as you look at all of these different areas that we put funds into. In your own sense, Mr. Boyer, Ms. Strasz, Ms. Jones, Ms. Wright, Ms. Jennings, where would you want us to focus the most?

You say there is one area not to shortchange; what would that be?

And I know that is a hard decision for you to make, and Ms. Wright, you just went through all the things that you are involved in, it is a hard choice. I have to make that choice. I do not want to make that choice either, but given the kind of budget we have, we have to make it, and I am just trying to get some sense of what you would think that you would not want to see us shortchange. Mr. Boyer.

Mr. BOYER. I guess without a doubt it would have to be anything that motivates or promotes child development. If you accept the premise that the children of today are leaders of tomorrow, we have got to prepare them or we are a lost cause. [Applause.]

Ms. STRASZ. I think I would begin with health care and prenatal care. Obviously one of the best indicators we talked about is healthy babies, and if they are born healthy then they have physically more opportunities, but I think you also have to combine that with services to the entire family. A child is a part of a family. A child is not someone that you can divide up into parts and say, well, I will fund the head part but I will not fund the stomach part. A child is a whole being and is part of a family.

Senator HARKIN. Very good. Ms. Jones.

Ms. JONES. I would have to say health care and Head Start. We have to have health for them to come to school, and we need them to come to school so that we can prepare them.

Senator HARKIN. Ms. Wright.

Ms. WRIGHT. I would say programs that are prevention oriented in the area of health and education, and we have a number of models that indicate that, so full funding of those kinds of programming would be at the top of the list of my priorities.

Senator HARKIN. Ms. Jennings.

Ms. JENNINGS. I am looking at it from a more global perspective. Even though I work in a health field, I think we need to put more money into job training and actual jobs so we can pull people out of poverty and we need to continue to look at all of these symptoms that we see today in terms of drugs, unemployment, et cetera. That would not be the issue if people did not have to continue to live in poverty. [Applause.]

Senator HARKIN. Thank you.

Senator RIEGLE. I know we are almost out of time. Just one, two things very quickly. First, Ms. Wright, I want to acknowledge your work over the years in Peace Links.

Ms. WRIGHT. Yes.

Senator RIEGLE. Speaking of global issues and how we learn to live together and make the world a different place: Mr. Boyer, as you know, I was very much involved in putting together a Medicaid demonstration program here that allows the State the authority to do the program.

Mr. BOYER. Yes.

Senator RIEGLE. And Congressman Dingell and I helped get the funding and get the approval from HICFA to do that, and we were moving along with that. Our goal was to try to get 17,000 to 18,000 kids basically covered. That envisioned having the State make a contribution of money after we went through the demonstration phase. It is my understanding now that we have gone the route of relying on voluntary contributions, and that is one way to do it. The problem is if you do not get very many voluntary contributions you cannot cover very many kids.

It is my understanding that using the voluntary contribution route that we are reaching about 1,000 youngsters at the present time. Would that be about right as far as you know?

Mr. BOYER. That is about right. As a matter of fact it is 1,090.

Senator RIEGLE. Well, should we be relying on a voluntary approach when we are not making any more headway than that?

I mean, it is great to cover 1,000, but if that is one-eighteenth of what is needed at a minimum, and the figure is actually higher than that, should we not actually be having the State stepping up and participating directly in this program?

Mr. BOYER. It goes without saying that money is the answer. We are only limited by the amount of funds that is available to us. It costs $354 to provide health care services for one child for 1 year.

So yes, you are absolutely correct. We could use help from any source that we can get it.

Senator RIEGLE. You see, the reason this is important, did everybody understand it?

This is sort of a part of the 1,000 points of light strategy, and that is if the Government does not spend the money it is supposed to sort of drop in somewhere out of the kindness of someone's heart, and the problem is there are not enough people with enough kind hearts that are putting enough money in so we are not getting the help to the kids, and that is why we have Government. As somebody said earlier today, there is really only one purpose for Government, that is to help the people, and if it is not getting that job done then it is not serving its purpose. Not just some of the people, all the people, and especially those whose needs are greatest. So we have got to get back to an orientation here where we step up to the plate in terms of meeting through Government these basic human needs. Otherwise, we are going to end up spending the money anyway, only we are going to spend a whole lot more later, whether it is on prisons, whether it is on medical problems that could have been prevented, whether it is on all kinds of difficulties that otherwise did not have to occur.

So I want to thank everybody for coming today. It has been wonderfully valuable testimony, and I want to thank all the people in the audience for their presence as well. By being here, you give witness to this in a way that is silent testimony every bit as powerful as the spoken testimony.

Senator HARKIN. Thank you very much, Senator Riegle, and thank you all very much. We are a little late, and as I said, I normally open the floor for comments. I like doing that because I want to hear from people who are here, but we have a bit of a problem, we both have to catch a flight back to Washington today, and so I am a little bit behind schedule. If some of you have any information or statements that you might want to give to our staff, we would be glad to take that after we adjourn. They also have to return to Washington, but again, to all of you, I just have to extend what Senator Riegle said.

Thank you very much for being here and for your testimony, and for those of you parents who are here and involved with the Head Start center, again, all I can tell you is that we are going to try our darndest to change these priorities, to break down those walls, to get away from a strategic defense initiative to a strategic children's initiative, to start putting more of our funds into getting these kids the right start in life. And as I said in the beginning, the purpose of this hearing is to let the people know what we are doing and also to gain information from all of you and from the witnesses who were here, so again, thank you.

SUBCOMMITTEE RECESS

Thank you all very much. The subcommittee will stand in recess subject to the call of the Chair.

[Whereupon, at 1:10 p.m., Monday, June 29, the subcommittee was recessed, to reconvene subject to the call of the Chair.]

INVESTING IN CHILDREN—STATE OF CHILDREN IN ATLANTA, GA

THURSDAY, JULY 9, 1992

U.S. SENATE,
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES,
COMMITTEE ON APPROPRIATIONS,
Atlanta, GA.

The subcommittee met at 10:49 a.m., at the Beaulah Baptist Church, Atlanta, GA, Hon. Tom Harkin (chairman) presiding.

Present: Senators Harkin and Fowler.

NONDEPARTMENTAL WITNESSES

OPENING REMARKS OF SENATOR HARKIN

Senator HARKIN. The Subcommittee of Labor, Health and Human Services, and Education of the Committee on Appropriations will come to order.

We are proud and pleased to be here this morning and I will first recognize my distinguished colleague, Senator Wyche Fowler, someone with whom I served in the House of Representatives for a long time and now in the Senate. We both serve together on the Appropriations Committee, he is a distinguished member of the Appropriations Committee. Even more importantly than that, Senator Fowler has been one of the true leaders in the Senate on issues of deep concern to this State and this area and of course the Nation. I speak mainly of the Centers for Disease Control where Senator Fowler has been perhaps the leading advocate for intervention programs for health care, for immunization for children and using the Centers for Disease Control here in Atlanta as the lead agency in bringing health care to America.

Senator Fowler has also been a leader in the children's programs and ensuring that we have early intervention programs for our children, for Head Start, maternal child health care, all the things that we are going to be talking about here this morning. And so I am very pleased and honored to have him here with the Appropriations Committee and with this subcommittee as we visit his home State.

Senator Fowler.

STATEMENT OF SENATOR WYCHE FOWLER

Senator FOWLER. Tom, thank you very much.

Modesty compels me to thank you, first of all, for your extraordinary exaggerations. The true leader in those issues is the Senator from Iowa, Senator Harkin, with a congressional record of not only warning of the consequences of not helping children at an early age, but also warning accurately of the results in more crime, more violence, more welfare if we do not begin at the earliest possible time to recapture our children, educate them, give them early health care.

And I can assure you that even though we have not achieved the level of success with our children that Senator Harkin and I would like, were it not for his strong voice, his continual travel around the country to hold hearings, attracting the leaders of communities, we would have fallen even further behind.

Mr. Chairman, it's a great tribute to you too, that the national leadership which is represented here on our first panel and the other distinguished panelists who are here today agreed to come. Finally, of all the States that you were asked to visit with your subcommittee to hold these hearings, you chose Georgia and I want to thank you for giving us the opportunity to listen and learn today and to let you know how grateful we are that you are here.

We are grateful. We are both here to listen and learn and thank you so much for choosing Atlanta.

Senator HARKIN. Senator Fowler, thank you very much. Again, I appreciate your being here today.

I want to express my appreciation to Coretta Scott King and to Dr. Joseph Lowery, Mr. Evander Holyfield and all the other witnesses who have taken time out from their busy schedules to examine the state of children here in Atlanta.

I want to thank Rev. William Cottrell of the Beaulah Baptist Church, who has made his church available to us this morning. And I would like to thank Ms. Misha Symonna of Atlanta's Head Start Program, for helping with many of the arrangements for this morning's hearings.

In addition, I would like to acknowledge the Clark Atlanta University and its president, Dr. Thomas Cole. Clark Atlanta University is one of the principal Head Start grantees in Atlanta and much of the university's commitment to children's programs is a result of Dr. Thomas Cole's efforts.

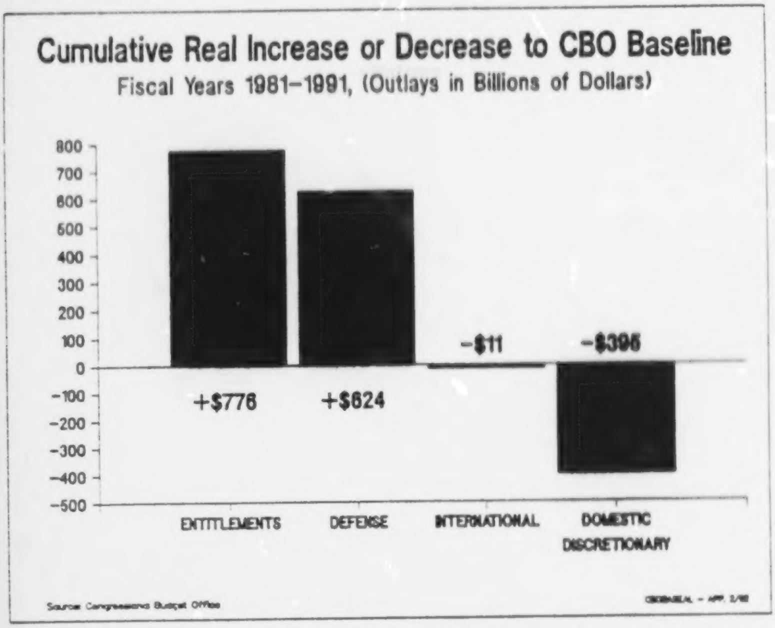
Starting in May, this subcommittee began a series of hearings around the country, focusing on the consequences of our failure to invest in our children. We have heard from mayors of our largest cities; David Dinkins of New York City, Norm Rice of Seattle, Michael White of Cleveland, Sharpe James of Newark, Mayor Bradley of Los Angeles, Coleman Young of Detroit. The message I have gotten from every mayor I have spoken to is this, Los Angeles could have happened anywhere, in any one of our cities. Los Angeles was a national wakeup call and we cannot afford to hit the snooze bar and roll over and go back to sleep again.

In the aftermath of the riots, the President's spokesmen blamed the great society and then Vice President Quayle tied Murphy Brown to the decline of our family values. While we may differ over who is to blame, we should be able to agree over who suffers the most from the problems of urban America in our Nation's families. That is our children.

The hearing today and the ones I have held in other States and cities are meant to focus on the need to invest in children's programs and the consequences of our failure to do so. The statistics tell a very chilling story; 1 out of every 5 children in America lives in poverty, 100,000 children die each year because of that. The number of children living in poverty increased 84 percent since 1980.

If we made a city of all of the poor children in Georgia under the age of 18, it would be the second largest city in the State, second only to Atlanta.

We can document the costs of poverty borne by our children—more hunger, more low birthweight babies, more infant deaths, more child disabilities—but too often we forget that we have paid the long-term cost: more crime and more violence, higher dropout rates, more unemployment, higher welfare costs, lower economic productivity.


Cumulative Real Increase or Decrease to CBO Baseline

Fiscal Years 1981–1991, (Outlays in Billions of Dollars)

Source: Congressional Budget Office

Again, we are not here today just to describe the problems, we are here to end them. To do so, we need to understand how we got here in the first place. Over the last 11 years, Federal spending on domestic discretionary programs—the ones I am talking about here; education, health care, job training, human services, children's programs—has been cut $395 billion. I think if you look at this chart over here, this shows you what has happened in the last 11 years. I do not know if you can see that, Ms. King, but if you look over here on this side at the black bars that are going up, you see defense has gone up $624 billion and entitlement $776 billion but on the far right side, a drop of $395 billion in the programs that go to meet the needs of our children.

How the U.S. Compares to Other Countries

	U.S. RANK
Gross National Product	**1**
Infant Mortality	**19**
Childhood Deaths Under Age 5	**19**
Low-Weight Births	**29**
Polio Immunizations at Age 1	**17**

The impact of these trends has been devastating. If you would put that second chart up there, you will see the results of this. In gross national product, we are still No. 1 in the world, but in infant mortality we are No. 19; childhood deaths under age 5, 19; low birth weights, 29; polio immunizations at age 1, we were 17th. Again, in gross national product, we are No. 1 which raises the question, if we are so rich, how come we are so poor? Something is happening out there and we are not putting our resources where we ought to be putting them.

So the message is clear. We can either invest money on the front side of life to prevent problems and help children develop, or we can spend more money later on, on the back side of life to patch and fix the problems that we are creating.

So I want to thank you all for agreeing to participate in today's hearings. As Senator Fowler said, we are here to listen. From every one of these hearings, we derive not only inspiration, but ideas and motivation to change these priorities. So I look forward to hearing the comments of Coretta Scott King, founding president and chief executive officer of the Martin Luther King, Jr. Center for Nonviolent Social Change.

Among Mrs. King's many accomplishments is her service as a delegate to the United Nations during the Carter administration, her authorship of two books and the successful raising of four children.

Following Mrs. King, we will hear from Dr. Joseph Lowery, president of the Southern Christian Leadership Conference. Dr. Lowery also serves as minister of the Cascade United Methodist Church.

Both Mrs. King and Dr. Lowery have long and distinguished careers in leading the civil rights movement. I am delighted that they would both spend time to help us document the need to invest in the children of Atlanta and the children of the Nation, and the consequences of our failure to do so.

And again, this is a formal hearing of the subcommittee, a formal record will be made of the statements and the questions, and following our leadoff witnesses, we will then move to our other witnesses.

So again, Mrs. King, Dr. Lowery, we are honored by your presence, and even more than that, we are honored by your lifetime dedication to making our country more just and more fair.

STATEMENT OF CORETTA SCOTT KING, FOUNDING PRESIDENT AND CHIEF EXECUTIVE OFFICER, MARTIN LUTHER KING, JR., CENTER FOR NONVIOLENT SOCIAL CHANGE, ATLANTA, GA

Senator HARKIN. Mrs. King, welcome and please proceed as you so desire.

Mrs. KING. Thank you, Mr. Chairman, for inviting me to testify before this committee. I am very pleased that whoever chose this site, it was chosen right in my neighborhood. I live just around the corner. If you go straight back, you would bump into my house. So this is a very excellent place to have it, I think, and I know everyone in Atlanta would like to have it in their neighborhood. So we want to thank you and Senator Fowler, our Senator, for coming today to elicit testimony from all of us, and more especially from those people in the district who suffer the most.

I applaud your commitment to hold regional hearings on the crucial issue of investment in our children, which will define what kind of a nation we will have in the future.

Mr. Chairman, today 13.4 million American children, including one-half of all minority children, are living in poverty. The overall poverty rate for children has increased from 13.8 percent in 1969 to more than 20 percent today. If current trends prevail, by the year 2000 it is estimated that 25 percent of all American children will be living in poverty.

Low birth weight among newborn babies and inadequate parental care has become so prevalent in the Nation that we have a higher infant mortality rate than 18 other countries. The Children's Defense Fund estimates that 27 children die every day in the United States because of poverty.

Today, in the wealthiest Nation on Earth, one out of every six children have no health insurance, nearly 1.5 million children are malnourished. Millions of our children have never even seen a dentist and millions more have not received immunizations that were once routinely provided for all American children.

It is estimated that nearly 10 million American children are in immediate need of help from mental health professionals, and less than one-third of them are getting any help at all. Violent crime statistics indicate that a child is safer in northern Ireland than in the United States. Every day, nine American children die from guns.

The Head Start Program for young children, which has strong bipartisan support, has been one of the most cost-effective investments in our history. Yet, Head Start serves only about one out of every six children who need it. Our priorities are out of line when the Government provides $300 billion for military spending, but will not provide an additional $4 billion for Head Start to help impoverished children have a decent childhood.

As Marian Wright Edelman, president of the Children's Defense Fund, has pointed out, the needed funds could be raised without new taxes if the United States would stop forgiving $4 billion in loans made to foreign governments so they can buy weapons from the United States.

Mr. Chairman, every industrialized nation, except for the United States and South Africa, have a generously funded, national child care system. Sweden, for example, pays almost 90 percent of expenses for children who participate in its national network of child care centers. In France, national and municipal governments pay for about 70 percent of operating costs for day care centers, with the parents picking up the remainder of the cost.

Two out of every three mothers receiving welfare, cite the lack of affordable child care as the primary obstacle to getting a job. Yet child care costs about one-third of the amount needed to maintain a family on welfare.

Only 3 of 16 industrial nations spend a smaller portion of their budgets on preschool through 12th grade education than does the United States. Nearly one out of three United States children drop out of school before finishing high school, compared with only 6 percent in Japan.

Mr. Chairman, when we think of child neglect, we think of parents neglecting their children. But we also have a problem of governmental child neglect, which is a national disgrace.

We fund billions of dollars for the space shuttle, star wars, and bailing out the S&L's, but when it comes to child care, early childhood education, recreation and other programs benefiting children, we are told that there is a need for fiscal responsibility and budgetary restraint.

Addressing the crisis facing American children will not be an inexpensive undertaking, but the Federal Government can make no more cost-effective investment than in the health, education, and welfare of the Nation's children.

The current limits on funding for programs benefitting child development is a prescription for making the United States a third-rate nation within a generation. Congress and the administration must now act to upgrade the quality of care and education for the Nation's children.

We must increase Federal investment in programs like Head Start, Women, Infants and Children [WIC], compensatory education, child care, immunization, prenatal care, and Medicaid for impoverished mothers and their children. We need a national health care system that insures every single child. We must secure full funding for community service block grants, which benefit impoverished families and their children. We must also secure enactment of legislation for family and medical leave rights so new parents can bond with their children and see that they are properly cared for in those crucial early months of infancy.

PREPARED STATEMENT

In conclusion, Mr. Chairman, the care, nurturing and education of our children is a matter of the most immediate national security and surely merits an investment commensurate with the needs of a great nation.

Thank you, Mr. Chairman, for this opportunity to share my thoughts with you.

Senator HARKIN. Very profound remarks. Thank you very much, Mrs. King.

[The statement follows:]

STATEMENT OF CORETTA SCOTT KING

Thank you, Mr. Chairman, for inviting me to testify before this committee. I applaud your commitment to hold regional hearings on the crucial issue of investment in our children, which will define what kind of a Nation we will have in the future.

Mr. Chairman, today 13.4 million American children, including half of all minority children, are living in poverty. The overall poverty rate for children has increased from 13.8 percent in 1969 to more than 20 percent today. If current trends prevail, by the year 2000 it is estimated that 25 percent of all American children will be living in poverty.

Low birth weight among newborn babies and inadequate prenatal care has become so prevalent in the Nation that we have a higher infant mortality rate than 18 other countries. The Children's Defense Fund estimates that 27 children die every day in the U.S. because of poverty.

Today, in the wealthiest Nation on Earth, one out of every six children have no health insurance. Nearly 1.5 million children are malnourished. Millions of our children have never even seen a dentist and millions more have not received immunizations that were once routinely provided for all American children.

It is estimated that nearly 10 million American children are in immediate need of help from mental health professionals, and less than a third of them are getting any help at all. Violent crime statistics indicate that a child is safer in Northern Ireland than in the U.S. Every day 9 American children die from guns.

The Head Start program for young children, which has strong bipartisan support, has been one of the most cost-effective investments in our history. Yet Head Start serves only about one out of every six children who need it. Our priorities are out of line when the Government provides $300 billion for military spending, but won't provide an additional $4 billion for Head Start to help impoverished children have a decent childhood.

As Marian Wright Edelman, president of the Children's Defense Fund has pointed out, the needed funds could be raised without new taxes if the U.S. would stop forgiving $4 billion in "loans" made to foreign governments so they can buy weapons from the U.S.

Mr. Chairman, every industrialized nation, except for the U.S. and South Africa, has a generously-funded, national child care system. Sweden, for example, pays for almost 90 percent of expenses for children who participate in its national network of child care centers. In France, national and municipal governments pay for about 70 percent of operating costs for day care centers, with the parents picking up the remainder of the cost.

Two out of every three mothers receiving welfare cite the lack of affordable child care as the primary obstacle to getting a job. Yet child care costs about one-third of the amount needed to maintain a family on welfare.

Only 3 of 16 industrial nations spend a smaller portion of their budgets on preschool through 12th grade education than does the U.S. Nearly one out of three U.S. children drop out before finishing high school, compared with only 6 percent in Japan.

Mr. Chairman, when we think of child neglect, we think of parents neglecting their children. But we also have a problem of governmental child-neglect, which is a national disgrace.

We fund billions of dollars for the space shuttle, Star Wars, and bailing out the S&L's. But when it comes to child care, early childhood education, recreation and other programs benefitting children, we are told that there is a need for "fiscal responsibility" and "budgetary restraint."

Addressing the crisis facing American children will not be an inexpensive undertaking. But the Federal Government can make no more cost-effective investment than in the health, education and welfare of the Nation's children.

The current limits on funding for programs benefitting child development is a prescription for making the U.S. a third-rate Nation within a generation. Congress and

BEST COPY AVAILABLE

the administration must now act to upgrade the quality of care and education for the Nation's children.

We must increase Federal investment in programs like Head Start, women, infants and children (WIC), compensatory education, child care immunization, prenatal care and Medicaid for impoverished mothers and their children. We need a national health care system that insures every single child. We must also secure enactment of legislation for family and medical leave rights so new parents can bond with their children and see that they are properly cared for in those crucial early months of infancy.

In conclusion, Mr. Chairman, the care, nurturing and education of our children is a matter of the most immediate national security and surely merits an investment commensurate with the needs of a great nation.

STATEMENT OF REV. DR. JOSEPH E. LOWERY, PRESIDENT, SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE

Senator HARKIN. The Reverend Dr. Joseph Lowery, president, and one of the founders of the Southern Christian Leadership Conference, Dr. Lowery served as vice president from 1957 to 1967 when he was nominated by Dr. King to serve as chairman of the national board of directors. He also serves Atlanta as a board member of MARTA, Metro Atlanta's Rapid Transit Authority and as a board member of the Martin Luther King, Jr., Center for Nonviolent Social Change. He is a former school teacher and newspaper editor. I did not know that about you, Dr. Lowery.

Senator FOWLER. It has been a long time ago.

Senator HARKIN. But welcome, Dr. Lowery, another person for whom I have the highest admiration and affection.

Dr. LOWERY. Thank you, Mr. Chairman and Senator Harkin, may I return the compliment, I have long admired your service and your stewardship, particularly as it relates to human rights and civil rights, a distinguished career along with our own distinguished Senator, Senator Wyche Fowler, also a leader in this area.

I am pleased to be here and congratulate the committee for—like Mrs. King—for choosing this site in the heart of a ghetto, not the ghetto from a disparaging perspective but a ghetto in terms of government policies and neglect, but a community full of hope and pride and commitment to the future.

A sensitive and wise government official, who was also a U.S. Senator, Hubert Humphrey, once said that the character of a nation could be accurately measured by how it ministered to the needs of those among its citizens who are in the twilight of life—the aged; in the shadows of life—the ill and handicapped; and the dawn of life—its children.

In our Nation, one of five in the dawn of life lives in poverty. And if you are an African-American, nearly one-half. The infant mortality rate is higher in some American communities than in certain developing countries. In Georgia, infants die at a rate 30 percent higher than the national average.

But I did not come, Senator Harkin, Senator Fowler, my brothers and sisters, to cite statistics. Your committee and staff have all the data available. My purpose here is to preach the word, sound the alarm, proclaim the danger, the ominous threat, the grave peril to the soul of America, and to call America to save its soul by saving our children and our future.

The Judeo-Christian ethic, and all of the great religions, underscore the precious nature of a child. The joy of the present and the key to our future are our children. Our failure to maximize our ministry to our children is a failure not unlike the idolatry that led to the fall of earlier civilizations and the greed and corruption that contributed to the decay of others.

A biblical mandate addresses the moral obligation to serve the interests of children, and forbid them not.

A meaningful future for our nation, and indeed the world, depends on our putting an immediate halt to the forbidding and the foreboding, the denial, the depriving of our children of needed and available resources.

I would respectfully suggest that our problem is not primarily the lack of resources, but the lack of will. We imperil our future as a nation by misguided priorities. We would rather build jails than schools when we can educate cheaper than we can incarcerate.

Early intervention with our children is a wise investment and fortress against later detention. I would urge this committee to embrace early intervention to prevent later detention.

To adequately serve our children and our future, this nation must reorder its priorities and reverse policies that export jobs overseas and expand poverty at home. We must reverse policies that major in building smart bombs to implement dumb missions. We must put America back to work—rebuilding not only our cities, but our character.

Prenatal and maternal health care are sound investments for a future filled with dividends of healthy children, employed parents, a productive work force and a healthy economy. I respectfully urge the committee to work to reverse the trend of the past decade to disinvest in the well-being of children and the family.

We are shamefully aware of the growing number of cases of child molestation and child abuse, a sad but distinctive reflection of the sickness of our society. A part of the healing process in which we all must participate is to put an end to the systemic abuse and neglect of our children in health and nutritional care, early education/prevention, and failure of parents who lack the skills, the education and the resources to adequately provide for their children. Our neglect and misdirected priorities render our children vulnerable to disturbed predators. Only today on television, this morning on the "Today Show" I believe, a man who is now in prison for child molesting called the Nation's attention—held a press conference, granted an interview, to remind us that the neglect of our children makes them vulnerable to predators such as he. We must end the neglect of our children.

I respectfully urge the committee to work for full employment with adequate wages. I respectfully urge the committee to work for intensified efforts to teach parenting skills at work and study. As we rebuild our industrial base, we must not only provide day care for children, but we ought to, at the job site, provide parenting education for parents of those children who are employees of these industries.

I respectfully urge the committee to work to eliminate poverty, particularly among the largest population of the poor—our children. We know by painful experience that undernourished, unhealthy children do not learn as well, they become drop-outs, they are scorned and degraded, and they are more likely to become problematic rather than socially responsible.

I urge the panel to work to provide education to prevent our children from having children; for we know from painful experience again that children cannot provide for children and that poverty is recycled again and again from children having children.

Next, and finally, Mr. Chairman, I would urge this committee to work to eliminate violence from our society. We are a violent society and the chief victims of violence today, are our children. I am tired of going to funerals and preaching funerals of young black lads who are victims of our violent society. We have glorified violence, we have sanctified war, we have made guns holy and the chief victims of our folly are our children. We must have a rebirth of spirituality in this country that turns away from violence and helps American citizens turn to each other and not on each other.

Our indignation against violence in the streets must be matched by our indignation against violence in the suites, for economic violence is equally as devastating to our children as violence in the streets. We have deserted the good spouse of spirituality in our country and we are carrying on an affair with the prostitute of greed and materialism. The products of this affair are violence and corruption. We must not only condemn looting of stores in the streets, but we have to condemn the looting of S&L's which robbed the future of resources needed to address our children.

And finally, war, capital punishment, violence in the movies, our literature, the glorification of violence, has led us into a dark pit of violent explosion and nowhere is it worse, this volcanic explosion, than in Mt. St. ghetto.

PREPARED STATEMENT

We urge the panel to work unceasingly to address the problem of poverty and violence, to work for full employment. There has been no commitment to full employment with adequate wages since the Humphrey-Hawkins legislation. We urge this commitment to include prenatal and maternal health care, education to prevent child pregnancies, and a new birth of national character to minister to the needs of those in the twilight, the shadows and in the dawn of life—our children.

Thank you, Mr. Chairman.

[The statement follows:]

STATEMENT OF REV. DR. JOSEPH E. LOWERY

Mr. Chairman and Members of this distinguished committee, a sensitive and wise government official said, that the character of a nation could be accurately measured by how it ministered to the needs of those among its citizens who are in the twilight of life—its aged; in the shadows of life—the ill and handicapped; and in the dawn of life—its children.

In our nation, one of five in the "dawn of life" lives in poverty, and if you are African-American, one of three. The infant mortality rate is higher in some American communities than in certain developing countries. In Georgia, infants die at a rate 30 percent higher than the national average.

But I did not come to cite statistics—your committee and staff have all the data available. My purpose here is to sound the alarm—to proclaim the imminent danger—the ominous threat—the grave peril to the soul of America—and to call America to save our children and our future!

The Judeo-Christian ethic, and all of the great religions, underscore the precious nature of a child. The joy of the present and the key to our future are our children.

Our failure to maximize our ministry to our children is a failure not unlike the idolatry that led to the fall of earlier civilizations and the greed and corruption that contributed to the decay of others.

A biblical mandate addresses the moral obligation to serve the interests of children and "forbid them not!"

A meaningful future for our nation and indeed the world depends on our putting an immediate halt to the forbidding and foreboding—the denial and depriving of our children of needed and available resources.

I would respectfully suggest that our problem is not primarily the lack of resources, but the lack of will. We imperil our future by misguided priorities. We would rather build jails than schools when we can educate with less cost than we can incarcerate.

Early intervention is a wise investment and fortress against later detention.

To adequately serve our children and our future this nation must reorder its priorities and reverse policies that export jobs and expand poverty. We must reverse policies that major in building smart bombs to implement dumb missions. We must put America back to work—rebuilding our character and our cities.

Pre-natal and maternal health care are sound investments for a future filled with dividends of healthy children, employed parents, a productive work force, and a healthy economy. I respectfully urge the committee to reverse the trend of the past decade to disinvest in the well-being of children and the family.

We are shamefully aware of the growing number of cases of child molestation and child abuse, a sad but distinctive reflection of the sickness in our society. A part of the healing process in which we all must participate is to put an end to the systemic abuse and neglect of our children in health and nutritional care, early education/prevention, and failure of parents who lack the skills, education and resources to provide for their children. Our neglect and misdirected priorities render our children vulnerable to disturbed predators. (Only today on TV!)

I respectfully urge the committee to work for full employment with adequate wages. I respectfully urge the committee to work for intensified efforts to teach parenting skills at work and study. As we build our industrial base we must not only provide day care but parenting education even on the job site.

I respectfully urge the committee to work to eliminate poverty—particularly among the largest population of the poor—the children. We know by painful experience that undernourished, unhealthy children do not learn as well, become dropouts, suffer scorn and degradation, and are more likely to become problematic rather than socially responsible.

I especially urge the panel to work to provide education to prevent children from having children; for we know from painful experience that children cannot provide for children and the poverty is recycled again and again!

Finally, we urge the panel to work unceasingly to address the problem of poverty—with full employment, adequate wages, pre-natal and maternal health care, education to prevent child pregnancies, and a new birth of national character to minister to the needs of those in the twilight, the shadows, and the dawn of life.

Senator HARKIN. Thank you very much, Dr. Lowery. Do you mind if I plagiarize a little bit on some of those things you said—could I use some of those?

Dr. LOWERY. Well the first time you mention something we said, you should quote us.

Senator HARKIN. All right. [Laughter.]

Dr. LOWERY. The second time, you can say some wise person said, and the third time, just say it. [Laughter.]

Senator HARKIN. I will start first by recognizing Senator Fowler for any comments.

Senator FOWLER. Mr. Chairman, thank you. Obviously thank you for inviting these two national leaders, both of whom happen to be Georgians of which we are very proud. We commend them, and you can see why their national leadership is recognized and emulated.

I want to be brief in my comments and would like to begin by thanking both Dr. Lowery and Mrs. King for taking the time to come here today. Dr. Lowery just made, in his usual eloquent way, the case that we must eliminate violence in the streets and in our economy. That the only way we can help our children who are vic-

BEST COPY AVAILABLE

tims of poverty is to eliminate all forms of violence and we are not going to do that until there are at least $8 to $10 an hour jobs available for people. We must be able to provide employment with livable and adequate wages. So unless you have a substitute for people taking to the streets, where they can provide for themselves and their families, I do not see any way out. We have to have policies and leadership that will create jobs that give folks not only the hope but the promise that if they do their work and our children stay in school and off drugs, that there is a reward when they graduate and it is a job where they can hold up their head with pride and fend for themselves, and be productive citizens.

Like Senator Harkin, I spend an awful lot of my time in the high schools and grade schools getting the kids to stay in school, do their work, say no to drugs and to say that I am there to help them when they get out with a job. But right now when they call me and say Senator Fowler, "I have done my work, where is the job?", I cannot deliver and that is a failure of our national leadership. We realize our shortcomings but we have got to continue to work toward these goals.

May I ask Mrs. King—I know you and Dr. Lowery are in agreement—but after you heard Dr. Lowery's presentation, I might just ask you, of all the services for young people that we so desperately need in Atlanta, what would you prioritize, what do young mothers and children need more than anything else at this time, that is not being provided? I know it is probably hard to isolate one, but I just wondered if anything immediately came to mind.

Mrs. KING. Well, it seems to me the first thing one has to have, as you have just stated, is a decent income, you know, a mother has to have income to take care of her children. And it is hard to say one thing because once she has an income, she has to go out and earn it and that means she has to have care for her children. So we have got to have day care at a rate that she can afford for the jobs that she can get. That may mean she has to be trained. So I mean, it is really hard to isolate, it seems to me, to say one particular thing because I do not think we are doing enough of any of these.

Senator FOWLER. And the circle has got to be closed.

Mrs. KING. It has got to be closed, so that is why it is such a difficult problem, because it has been allowed to get so massive, now the response has to be a massive response. You know, we cannot continue to neglect this because we are creating more and more social problems for our communities and the neglect ends up in situations like we have recently seen in Los Angeles and other places. And this is just the beginning, I think.

Senator FOWLER. Thank you.

Mr. Chairman, thank you.

Senator HARKIN. Thank you very much, Wyche.

I again want to follow up on Senator Fowler's question and I want to bring it back to the Los Angeles riots. I will just ask both of you the same question that I have asked almost all of our lead-off witnesses in all the cities. What lessons do you think we have to learn from the Los Angeles riots, in your own words, what lessons are to be learned? Jobs obviously.

Mrs. KING. Well I do not know who wants to speak first.

Dr. LOWERY. The eldest.

Ms. KING. The eldest—well that is you. [Laughter.]

Martin used to say that violence is the language of the unheard, and when people are not being listened to, when they are not being given any hope for the future, when there is complete hopelessness and despair, more than likely they will turn inward and on those things that are closest to them, that they have access to. So that is why people destroy their own neighborhoods and they destroy each other.

It is beginning to be felt there, you know, when we engage in violence people will listen to us. And unfortunately that seems to be the way it is, do only enough to satisfy people until the next time around. We never really look at what is the root cause of the violent outbreak. And I think all of us really understand this, but it does not seem we as individuals have the power to change the condition, but collectively through our Government and the private sector and institutions in our society, we can change some things. We can make a difference in the lives of people.

And that is really what I think has to happen. We have to be serious about what we say we believe in. It is so reminiscent of the late 1960's, 1967-68, when Martin Luther King, Jr. was desperately trying to get the Nation's attention to deal with the needs of people in the ghetto. And he warned the Nation that if we did not—at that time we had a war, and he said the bombs that explode in Vietnam will surely explode in the ghettos of our Nation and that is when the whole concept of the poor people's campaign which would assure a job, an income for a family was projected. And of course we never really have moved on that except to get a bill that was watered down called the Humphrey-Hawkins bill, which I was a part of, chairing one of the committees and we did work for 4 years and we got legislation, but it never got implemented. So you know, we still have that job to do somehow.

Dr. LOWERY. I think I agree with everything Mrs. King said. I think the basic lesson to be learned is that as a nation, that we reap what we sow. I do not think we have learned that. The same thing happened in Washington and we put a Band-Aid on the cancer and here we are 25 to 30 years later with the same problem. We have sown disrespect for the poor, we are reaping disrespect for the system. We have sown contempt for the poor, we are reaping contempt for the system.

Mrs. King is right, we have created a notion that the only way to get hurt is through violence. And even though we praise the advocates of nonviolence, we pull the carpet out from under them by ignoring their advocacy and ignoring their warning until the volcano has erupted and then we wonder why those advocates do not run out there and put a stopper in the volcano.

You took away all our handles when you ignored our advocacy and you give the impression that what you say is irrelevant. Some writer said you have to go get Arsenio Hall and others because those are the only ones we listen to, those are the ones we pay attention to. And so we are reaping what we sow.

Our priorities have been on smart bombs, as I said, to fulfill dumb missions.

Senator HARKIN. I wrote that one down.

Dr. LOWERY. All right. [Laughter.]

But the truth of the matter is——

Senator HARKIN. You will hear that one around.

Dr. LOWERY [continuing]. That is where our priorities are, you know, and then we go around blaming the Japanese. The Japanese did not make us build all these bombs, the Japanese were building products that were salable. How many people in here own a smart bomb, let me see the hands—anybody here?

[No response.]

Dr. LOWERY. Not even two Senators.

How many people in here own a VCR?

Senator FOWLER. We have got the mortgage on it though.

Dr. LOWERY. How many people own a VCR, let me see your hands—hold up your hands.

[Show of hands.]

Dr. LOWERY. Now that is the problem. We are making smart bombs, which nobody is buying, not even the Israelis, we have to give them to them, force them on them. But the Japanese are making VCR's which everybody is buying, I have two in my house. So we are directing our——

[Baby cries.]

Dr. LOWERY. It was not that bad, was it? [Laughter.]

We are directing our resources toward these dead-end alleys when we need to be directing our resources toward full employment, and not a matter of charity, we are talking about parity. People want to work. And all this malarkey about people do not want to work, want to be on welfare. Anybody that advertises a job in Atlanta or any other metropolitan area of this country, I guarantee you the last time a hotel had 200 jobs they had 2,000 people in line over night.

Senator FOWLER. Had 1,700 when that Burger King opened in downtown Atlanta.

Dr. LOWERY. That is right.

Senator FOWLER. 1,700 applications for six jobs.

Dr. LOWERY. To flip hamburgers.

Senator FOWLER. To flip hamburgers at $4.25 an hour.

Dr. LOWERY. At minimum wage. And some of the people in the line for both Burger King and the hotel had masters' degrees. So it is not a matter that people are not getting ready, we are just lying to them. We are saying if you get ready, get prepared, there is a job. There is no job because the jobs are overseas. And you Senators ought to go back to Washington singing the old song we used to sing when I was in school called "My Bonnie lies over the ocean, my Bonnie lies over the sea." It had a chorus, "Bring back, bring back, bring back my Bonnie to me." Sing bring back my jobs to me, because we lied and we are reaping what we are sowing.

Senator FOWLER. I was singing "Sending Nellie Home."

Dr. LOWERY. Is that what it was? I am a year or 2 older than you are, we were singing "Bring back Bonnie."

But we have got to keep our promises to people, we have got to reorder our priorities, we cannot exclude people in the midst of an affluent society when boxers earn $27 million in one night, when baseball players do not want to sign a contract—here is a young guy out of Florida State, Neon Deion, and they offer him $1 million—who was it, one of the two, I get them mixed up.

Senator FOWLER. Falcons.

Dr. LOWERY. Falcons offered him $1 million—and I am not blaming you, Evander, if I could make $27 million a night, I would fight somebody myself. [Laughter.]

Not going to be you, baby. [Laughter.]

Or Larry Holmes either, I might take old fat George Foreman or somebody.

But when Deion can turn down $1 million—I mean they offered him $1 million and he said it is not enough, baby. And here are people with college degrees working hard, studying, and cannot get a job except for minimum wage, something is wrong with the system. And if we do not learn the lesson of Los Angeles, that that is the tip of the iceberg, that the real explosion is yet to come because you cannot continue to perpetuate a system where the rich are getting richer and richer and fewer and fewer and the poor are getting poorer and poorer and more and more. That is going to explode. And the lesson is that we reap what we sow. If we continue to sow insensitivity to the poor, if we continue to sow the seeds of exclusion on the basis of race and ethnicity and even class, we are going to reap the whirlwind. We are sowing the wind, we are going to reap the whirlwind and I hope that the kind of sensitivity that you two men represent, that somehow—I do not know what the Democrats are doing, they are playing a very cautious, close-to-the-vest game, they do not seem to want to disturb anybody.

Senator HARKIN. That has never been one of my problems.

Dr. LOWERY. I appreciate your campaign and I guess maybe, you know—I do not know, maybe play it safe and get in, but my experience has been if you play it safe and get in, you tend to play it safe to stay in. And we need some bold, daring leadership in this country that leads us beyond the superficiality that we have experienced over the past decade or so. If we do not, we have not yet seen the whirlwind, that is yet to come.

Senator HARKIN. God bless you. Thank you both very much. [Applause.]

Thank you both very much for leading us off.

Dr. LOWERY. Can I take up an offering now? I am unemployed now, I retired 2 weeks ago, so I take up an offering every chance I get. Evander, could I speak to you about a loan? [Laughter.]

Senator FOWLER. You will make it as a singer before you will make it as a fighter.

STATEMENT OF EVANDER HOLYFIELD, UNDEFEATED HEAVYWEIGHT BOXING CHAMPION, ATLANTA, GA

Senator HARKIN. Our next witness, Mr. Evander Holyfield, the undefeated heavyweight boxing champion.

Dr. LOWERY. Give him a hand, give the man a hand. [Applause.]

Senator HARKIN. In addition to Mr. Holyfield's well-known and highly successful athletic career, he has also given very generously of his time and money to several causes that support children. Additionally, Mr. Holyfield has dedicated his heavyweight title to children and I quote his own words here, "As proof to all of them that with hard work and dedication, they can succeed at whatever they choose to do in life." Very profound words.

Mr. Holyfield began his boxing career at the age of 8 when he entered a peewee tournament and went on to compile an amateur record of 160 wins, 14 losses.

The committee is pleased that Mr. Holyfield agreed to testify before us at this time. Mr. Holyfield also supports the Warren Street Boys and Girls Club in Atlanta and Camp Best Friends, which is a summer camp for Atlanta inner-city children. He makes financial contributions to both public and private schools and has an active speaking schedule to students across the country to motivate them to stay in school.

Mr. Holyfield, we are proud of you, proud of your accomplishments and honored to have you here today. Please proceed as you so desire.

Mr. HOLYFIELD. Thank you.

I am here to let everybody know that it is so important to not cut the program, and speaking of how important it is, I am one of the people that succeeded from a program that was not cut at the time that I started going through Boys Club. Boys Club was a program that was funded and at that time there was a lot of kids' parents that could not afford day care after school programs and the Boys Club provided programs for education and for sports.

I guess a lot of people just do not realize how important it is for a kid to have something to do after school. In today's society, a lot of parents are working—either one parent is working or both parents are working. And the kids get out of school, do not have any parents or any guidance. And when kids are kids, they are going to be kids, meaning that regardless of education, a kid 14 is going to act 14 when there is no supervision.

And I truly believe the reason why our country is in trouble is because of lack of money to different funds, meaning that when I went to the Boys Club, I was under supervision all the time, meaning that one thing I learned is sportsmanship and I learned to respect elders because I was always under supervision. And I was always around people that showed responsibility. And I feel that a part of my responsibility as an adult now is because of responsibility that I was under as a kid and that is the reason why I said the funds for programs need to continue.

Today, there are not as many kids in the Boys Club as there were at that time because of funds. The cost of membership is a lot more and a lot of people cannot afford it. At that time, I guess as a kid, I took it for granted because membership was a quarter, and for some people that could not afford that, it was free. And you cannot put a price tag on supervision. I was not raised with my father, but I went to the Boys Club and there were a lot of men there that were role models for me. It was not anybody that was famous, but it was just people who donated their time. It was a lot of Jaycees and other programs who donated money to the Boys Club to help the Boys Club as far as helping the kids with their education.

When I was in Slaton Elementary School, we had a spend-the-day program, in which the kids who were behind in their work got a free tutor. Today, that is unheard of, free tutoring; everything costs money. Back then it did cost money, but we had people who donated money to help. And I truly believe that lack of education is the reason why we have kids in the street for drugs. Lack of education is the reason why we have prejudice—it is a very important thing, lack of education. I realize that without education and health benefits, we as a people in the United States, we can never be a family.

Being heavyweight champion of the world today, I realize that I was brought up one way in a house. My mother brought everybody up to share, meaning to share if we had a cousin, a nephew that was not doing well, brothers and sisters who were not doing well; we tended to chip in to help. And I truly believe in this nation where we should be a family that we are not working in, we are working out first. Any time you can work out and not in, you are a hypocrite, meaning if I cannot love my brother, I could not really love you all either. And as a nation, if we cannot love the people in our country, then we cannot love anybody, we are a hypocrite if we can reach out to help across the seas in foreign countries but we cannot help the people here.

It is so important to help the people here where we can love each other. If we are ever going to try to get over this racist barrier, we have got to help each other, because just as I am heavyweight champion, I have brothers and sisters. I am the youngest one and the way to make my brothers envious of me is not to help them. I help everybody in my family where we can all respect each other and love each other. What we have to do as a nation, we are going to have to reach out and help others where we can respect. And as we help our kids, then when they get older, they will help others.

That is the reason why I am so dedicated to the program of helping kids because I have not forgotten the program that I came under at the Boys Club. I was a kid who could have been one of the kids that probably would have grown up to be nothing if I would not have gotten the opportunity. Without the opportunity, no one goes anywhere. So it is so important to reach out and give a person an opportunity.

Just as long as I live and breathe, I am always trying to give someone an opportunity to be better, to be better because I got an opportunity. And that is the reason why I feel that it is so important today to not cut back the funds, to give to kids, but to help parents, because if you do not help the parents, then the kids are not going to be able to help themselves. And when I say help them, I am talking about health insurance which means health insurance that is important, prenatal care, it is important to have a healthy kid, dental insurance. When I speak of dental insurance, it has got to be affordable. I realize, you know, as a kid, if a kid has rotten teeth, a lot of times a kid does not even want to go to school because kids are going to joke. You ask why kids drop out, kids drop out for the things that we feel is not pressure. As an adult, you can pretty much say anything and it will not bother me, but you know, as a kid, the little things bother you and kind of distract you from getting a good education. So it is important to meet the necessities of these kids, meaning the little things that we might not think are much, are very important to kids. A kid cannot take much. But if you do not take care of the kid, they will be just as hard on their kids.

So we have to give them love, which is the most important thing. So I am here today speaking out for the kids and saying please do not cut the program.

Thank you. [Applause.]

Senator HARKIN. Dr. Lowery, you watch out, you have got competition here.

Dr. LOWERY. I will make a deal with him; if he will not preach, I will not box. [Laughter.]

Senator HARKIN. Well, Mr. Holyfield, thank you very much for a very profound and excellent statement. All the things you said—it is obvious you are a very caring individual, very compassionate, you talk about chipping in to help.

I guess what struck me is when you talked about your family and then you broadened it out to talk about our whole country as a family. Someone a long time ago said that we are not just a nation of, I think he said at that time, a hundred or so million individuals, each out there on our own, but we are more like one family, where the interests of one is bound up with the welfare of others. And that is again how we have to start looking at ourselves. I appreciate what you said there.

It is obvious to me you have not forgotten your background. If you might indulge me just a second, you said something that kind of caught me there when you said as an adult if they say things about you, it does not bother you, I think I can speak for both of us, being in the business we are in, people say things about us all the time and if we took it to heart, we could not get up in the morning.

Senator FOWLER. Could not show our face.

Senator HARKIN. That is right.

But you are right, as kids, things really strike home to kids.

Again, if you will indulge me just a second, again we all have our own personal experiences. I was born and raised in a town of 150 people on the other side of the railroad tracks. My father was a coal miner all his life, did not have an eighth grade education. My mother was an immigrant. My parents raised six kids in a little two-bedroom house out in the middle of nowhere. I have said before, one of the things that made me so tough was when you are sleeping three to a bed on a cold winter night in Iowa, you get to fighting for covers, and you get tough awful fast. [Laughter.]

But I can remember—you said something about dental work, we never had any health care. I never saw a dentist until I was a sophomore in high school and I still have the fillings to prove it too. We had gone to a small country school, but we had a priest in our church who decided that some of us kids were going to go to this Catholic school in the city. And so he got a little van and got one of the parishioners to drive us into this school in the city which was an all boys school. It was quite a thing for me, I had not been to a big city like that and I can still remember kids taunting me because of my rotten teeth. Is that not amazing? You said that this morning and no one has ever said that to me in all these years, and it just struck home to me. I can remember even at that time, I had never really thought about it, I just thought that was one of the things you went through in life when you had rotten teeth. I could not even afford dental work then, but thank God, someone got me to a dentist who fixed up my teeth for nothing.

So you are right, as a kid things really hit home with you and when kids do not have adequate health care and dental care and they do not have the kind of care and love that they deserve, Dr. Lowery is right, when you sow disrespect, you reap disrespect.

I am sorry for doing that, but you just really struck a very responsive chord in me.

And I guess the only question I would have for you is you grew up here, you talked about your experience in the Boys Club, you are now back working with kids, so you have been there, you are now an adult; are conditions getting better or are they getting worse for the kids, compared to what you had?

Mr. HOLYFIELD. I would say that things are not better, they are getting worse, because of the funding. If the funding is not there, then a lot of people are pressed because of no jobs and when you tell someone to donate time and they do not have a job, then the attitude is different because society believes it is all about money now. And they would kill your kid just to feed their kid, when I speak of that meaning to sell your kids drugs just to make money to go feed their kids, it is one kid for another. And so what you have to say, things are bad, and it is going to take more than one person, it is going to take a nation of people to decide what is more important. And when you say more important, you have got to look at kids because if you look at how life is, if a kid is abused as a kid, when that kid grows up, he abuses his kids.

So the important thing is someone has got to make a sacrifice and I think as adults we have to take the back seat and let the kids ride in the front seat where the kids continue to do it for other kids. Being from the Boys Club, I go back to the Boys Club now and I see that the club is not as crowded as it used to be when things were donated. A lot of parents just do not have the funds to pay for the kids to give the proper supervision.

Senator HARKIN. There is a lot more pressure on kids today I think, than when we were young, at least when I was young.

Mr. HOLYFIELD. It is, because as a kid, you know, growing up at Boys Club, membership was a quarter and if you were pretty good in anything, you know, sports or anything, it was free. And if you were a member and you paid a quarter, you could bring pretty much your whole family free, at least for 2 weeks for them to have a chance to see whether they like it or not. Now, if you do not have the money, they turn kids away, which is sad when you see a kid living in a neighborhood where there is not a swimming pool and Boys Clubs is the only place around that has a pool and the kids are 8 or 9 years old and two kids do not have the membership, they cannot swim, you see them turned around. That is sad.

Senator HARKIN. Yes; as you see all the things that happen to kids in Atlanta, if you could just sort of snap your fingers or wave a wand or if we could provide something, what would be a couple of things, maybe additional services, what additional services would you want to see for kids?

Mr. HOLYFIELD. The most important thing is an education. I truly believe that if you do not educate a kid at a young age, then they have missed the basics. You know, I realize from the family that I was in, there were eight of us, and I had my sister who was I guess 15 years older and she had kids my age and the difference between her kids and me is that she educated them at the age of 4 and 5 how to read. And my mamma worked and I played all the time and my niece—we are the same age—we were in the same class, and she could read and I could not. I was embarrassed because she could read and I could not and I could not figure why she was so much smarter. So I realize today that an important thing is to catch the kids at a younger age.

Senator HARKIN. Get them early.

Mr. HOLYFIELD. You send a kid to school in kindergarten or first grade, if that kid has not learned to read, the kid is behind already. And once the kid gets in school and feels that they are not smart enough, you know, you close everything out, you stay to yourself, you do not talk about that because you do not want nobody to know just how dumb you would be at the time. And I realize that it is important. It is important to reach out and have a good education program set for kids by the age of 4 years old, from that point on, instead of saying well when you get out of high school will you be able to go to college, no, because a lot of parents cannot afford to educate the kids the proper way because the fact is that they are out working trying to make a living for the kids and a lot of time have not got a good education prior to that, so the value of education is not important, which pushes the kids to the point of sports and that is their whole dream.

As an athlete I realize that the worst situation for anybody is to have to go into sports because of the chances. Coca-Cola gave me the opportunity to go speak to the kids about education and not about sports for the simple reason there are only about 300 athletes in the whole world that make enough money so when their career is over they can go on living. So it is not important to me to go out and tell the kids, be a football player or basketball player, because I realize that the system manipulates athletes when it comes to professions.

Dr. LOWERY. You can go to preaching. [Laughter.]

Mr. HOLYFIELD. People look at me and say, you know, boxers make a lot of money. No; I make a lot of money, a lot of boxers do not make enough money to do anything. It is so important for me to tell the kids, look, education is insurance, meaning that if you do not make it, you still have got a good education, you can always work and always live comfortable. And that is the most important thing. That is the reason I do not parade about how good it is. I am happy that I made it, but you know—I thank God that I made it because I am one in a million boxer that makes that kind of money. If you were to prorate it, you would probably say boxers make right about $20,000 a year if you were to prorate it for how many boxers there are out there trying to make an honest living.

Dr. LOWERY. That is tremendous.

Senator HARKIN. Mr. Holyfield, you are indeed a unique individual, a unique individual. [Applause.]

Senator FOWLER. All I can say is you have said it all and we are grateful for you. You know, you are preaching to the choir here and this will enable us to take your message back to the policymakers.

We might even talk to the Vice President who wants to talk about family values; he should listen to you. It is hard to have family values if you do not have any health insurance. It is hard to have family values, as Mrs. King says, when you are trying to have a job but you do not have any day care. It is hard to have family values when they veto parental leave bills so that mothers can go home.

Evander, let me ask this one question on another subject—it is not really another subject but you did not have a chance to touch on it. Guns are killing all our kids, as you know, and you see it all the time. It is probably the No. 1 health problem in America, is children with these guns. With the respect that they have for you as you go around to these high schools and grade schools and talk to kids, is there anything that you have been able to think of to say to them that they respond to, that they do not need these guns, they have got to take another route? Is there any message that you have been able, that they are hearing and that we should be pursuing?

Mr. HOLYFIELD. I do get an opportunity to go to a lot of different high schools in town and out of town, and I guess there are three reasons that a kid will pretty much listen to what I have to say and at least give it a chance. For one reason, people always identify with a winner and, you know, being heavyweight champion, it shows that I am a winner; and two, because of the fact that I can relate and tell them look, I was just as poor as you or even poorer; and three, because the fact is that when people feel that you have overcome a barrier, they relate it to themselves. I feel that everybody has a barrier regardless of what you are, people have hard times.

And what I really say to the kids is this, I make them realize that look, I am no more important than you, I say we are people and when I look at you, I look at you as a man or a woman and I respect that. And I say what you want in life is what you have got to really work for, you have to get your priorities in line. I let them know that, you know, at 8 years old, I wanted to be something important. I said I did not know what I wanted to do because generally if you tell a kid that I knew that I wanted to be heavyweight champion from the time that I was 8 and I knew I was going to be, you will lose a lot of kids right at that time. And it is important to be truthful, to let them know that I did not know what I wanted to do, but I wanted to be important. And then I let them know that the point of being important is to respect yourself, meaning that you love yourself.

You know, I ask the kids do they love themselves. Of course, everybody says well yes, I do. Then if you love yourself, will you take drugs, like that. If you love yourself, why would you hurt yourself? I say if you take drugs, then you do not love yourself. A kid starts to realize well I do love myself. Then one thing is I told them not to take drugs because I say if you love yourself, you will not hurt yourself. And in that sense, I say if you do not hurt yourself, then you—for one thing, you make a step right then and there because an injured person is hard to perform. I let them know that my body is a company and when I hurt myself, you know, I hurt the company. And I tell them it is the same thing with them, you know, a mind is a terrible thing to waste. If you are taking drugs, then you are going to lose your mind, then how can you get a job. Then I tell them this, I say if you go to jail at 17 and you spend 5 years, after 5 years you have got to start over again. I say finally you will be 45 years old still starting over. I say yeah, it gets depressing and you will be a homeless person on the street.

I let them know to take life one step at a time and I tell them, you know, my mother told me all my life, if there is anything you are going to do or anything you are going to be, be the best. And I let them know that being the best is not to the point of how much money you make—the joy of life is love, it is loving what you do. And I tell them the reason why I am successful in boxing is because I love the game of boxing—I love it. So when it comes time to get up, time to train, no one has to ask me to do something I love doing. And I tell them, I say you should not choose your career by how much money is to be made, you should choose your career by what you love doing because there is not enough money someone can pay you to be happy doing something that you do not like doing. You will get tired of it, there is not enough money, because I have done jobs that were OK, but I did not like what I was doing and regardless of how much money it was, I found myself being lazy and not doing a good job.

My mother always told me if you are going to do something, do something that you love doing. Well you know, I love the game of boxing and it shows in my performance, because I am the best. [Applause.]

And you cannot put a price tag on love. You know, I think people in general get caught up in a status situation, they feel that my house has got to be *x* amount of dollars, but if you are happy with what you have, then you can go to sleep and wake up just like anybody else and not have any problems. You know, all my life I wanted a car, it did not make any difference what kind of car, I just wanted to be able to move when it was time to move. People have to realize you cannot live in a car. Some people's cars cost more than the house that they are living in and they put their values in a different area.

As I speak to these kids, I break it down to them where that they can understand because if you get your values mixed up into tennis shoes, you want a $150 pair of tennis shoes and you have got to go to a place that is probably not even worth $150, what value is that, why put your value on something that is going to wear out. When you talk to kids like that, it makes sense and even after I get to speaking to kids, some kids come up and say you know, you are right, I am going to give it a shot because I let them know that it is not about being a boxer, it is not about being a doctor or lawyer, it is what you love doing, it is what you love doing that is going to make you happy and what you are going to look forward to waking up in the morning doing. I just could not see myself sitting behind a desk, I always see myself doing something very rugged, and you know I am doing something rugged. But I am happy and that is the most important thing, is that in life when people are happy—of course, if I am happy I can do something to make you happy, but if I am bitter with myself, it is just going to be so hard, it is going to take a lot of work for me to try to do something to accommodate you when I am bitter.

So that is the reason, you know, I tell the kids it is important for you to go out and seek a career or do something that you love doing. When you find that you love yourself and this job that you have got and when people see you it is just so easy to respect how you are doing. You can be somebody else, but why would you want to be somebody else—find something that you love doing and if it is not the same thing your friend is doing, it is OK. But if you are productive yourself, then you will not be envious of your friend if they are making it, you can pat them on the back and say, you know, I am glad that you are making it.

And I truly believe that a lot of times we break up friendships because people want to be like each other and it is hard to be like each other. I can say that Jesse Spikes is my attorney but he is my friend, and when I talk to him, you know, I love what he has to say because I learn from him. I feel that sometimes you surround yourself with people who are different and that is good and it is like a brain, you gather in so many different things and no one is envious of each other, but I guess if I was a lawyer just like he was there would be a little competition there and sometimes it is good not to be in competition all the time. You know, I have competition any time I get in the ring. When I get home, I like the family where there is no competition, there is nothing but love. So I tell the kids the most important thing is love and you cannot put a price tag on love. And that is it. [Applause.]

Senator HARKIN. One of the things that we do in all of our hearings is to hear from the young people themselves, not just the older people, but I want to hear from the kids themselves because I believe sometimes—most of the times if we listen to the young voices, we learn what is really important. We have just had some excellent testimony from Evander Holyfield, Mrs. King, and Dr. Lowery. Now let us hear from some young people.

I will ask them to come up. Debbie Lackey, Almeda Ringer, and D'Anthony Reaves, please come up to the table.

We will just go in this order. Let me introduce you all first and then we will hear from you. First is Debbie Lackey, Debbie is 18 years old, a participant in the Teen Services Program at Grady Memorial Hospital where she made her first visit for a 6-week examination following the birth of her daughter who is now 3 years old. She enrolled in the program for special followup on a case management basis and for specialized adolescent family planning services, which she could not receive at her local family planning clinic.

Her mother assists with child care while she is in school to complete her high school education. She is determined to be self-sufficient and would like to continue her education in nursing or computer science.

Almeda Ringer attended Head Start from 2 months old until the age of 5. Almeda is going into sixth grade at King Middle School, she is an A student and would like to attend Clark College and become a lawyer. Almeda likes swimming, reading, math, movies, and shopping. Sounds like my daughter.

D'Anthony Reaves attended Head Start from 3 years of age to age 5. He graduated from John Hoke Elementary School where he was student body president, had perfect attendance and was an honor student. He will attend King Middle School in the fall. He is presently at day camp and loves sports such as football, basketball, baseball, and D'Anthony has two certificates for softball. He would like to attend Morris Brown College and become a lawyer in addition to playing professional baseball or football.

I always tell our young witnesses that this is a formal hearing, and so just remember some day when you are older and your children are growing up, if you ever want to look in the records, you will see that your statements will be there in Washington, DC, in the records.

STATEMENT OF DEBBIE LACKEY, TEEN PARENT, TEEN SERVICES OF ATLANTA, TEEN PARENT PROGRAM, ATLANTA, GA

Senator HARKIN. So again, thank you all very much and Debbie, welcome and please proceed as you would like to proceed. Tell us what is on your mind.

Ms. LACKEY. I got pregnant at 15, I did not plan to do so. However, I did want my baby after I found out I was pregnant.

My daughter was born April 23, 1989, she is now 3 years old. I was given an appointment at the Teen Services at Grady for a 6-weeks checkup before I left the hospital. At the Teen Services Clinic, I was assigned to my own counselor, Ms. Washington. On that day I got my examination and a method of birth control. Ms. Washington told me she wanted to see me again in 1 month just to talk to me and see how I was doing.

I see Ms. Washington regularly every 3 months. We talk about school, how my baby is doing and just whatever else I need to talk about. We talk about how I am doing with my method of birth control and they take care of any problems I have.

I feel like I can talk to Ms. Washington about any of my problems. I feel she cares about me and understands the kinds of problems teen-agers have after they have a baby. I am glad the Teen Clinic was there to help me not to get pregnant again, so that I would still have an opportunity to do the things I really want to do with my life.

PREPARED STATEMENT

I am involved in a program that is helping me receive my GED. If I had not enrolled in the Teen Services Program and kept my appointment, I could have been pregnant again and getting my diploma may have been delayed even longer. We need programs for teens like this now more than ever. [Applause.]

Senator HARKIN. Very good, Debbie, very, very good.

[The statement follows:]

STATEMENT OF DEBBIE LACKEY

I got pregnant at fifteen, I did not plan to do so. However, I did want my baby after I found out I was pregnant.

My daughter was born April 23, 1989. She is now 3 years old. I was given an appointment to the Teen Services at Grady for a 6 weeks check-up before I left the hospital. At the Teen Services Clinic I was assigned to my own Counselor, Ms. Washington. On that day I got my examination and a method of birth control. Ms. Washington told me she wanted to see me again in one month just to talk to me and see how I was doing.

I see Ms. Washington regularly every 3 months. We talk about school, how my baby is doing and just what ever else I need to talk about. We talk about how I'm doing with my method of birth control and they take care of any problems I have.

I feel like I can talk with Ms. Washington about all my problems. I feel she cares about me and understands the kinds of problems teenagers have after they have a baby. I am glad the Teen Clinic was there to help me not get pregnant again, so that I would still have an opportunity to do the things I really want to do with my life.

I am involved in a program that's helping me receive my GED. If I had not enrolled in the Teen Services Program and kept my appointment I could have been pregnant again and getting my diploma may have been delayed even longer. We need programs for teens like this now more than ever.

STATEMENT OF ALMEDA RINGER, HEAD START GRADUATE, ATLANTA, GA

Senator HARKIN. Now we will go to Almeda. Almeda, welcome and please tell us what is on your mind.

Ms. RINGER. My name is Almeda Ringer. I started Head Start Parent/Child Center when I was 1 year old. Because it was a parent/child center, my mother also attended. My mother attended classes in child growth and development, nutrition, and motivational workshops. Through my mother attending classes and volunteering in the classroom, she was later hired as a full time staff member and works for Clark Atlanta University Head Start.

Head Start helps kids to communicate and to share with others at an early age. Head Start helps to build confidence and self-esteem. Through Head Start, I was able to visit the zoo, circus, and other events with children of my age.

Head Start is about books. I remember our teacher reading to us at an early age. One of my main interests today is reading. My love of reading has helped me to have an A average in all my classes for the past 5 years. [Applause.]

This past June, I graduated from Ralph McGill Elementary School and in the fall I will be attending King Middle School as a sixth grader. I think every child should have the opportunity to have the early childhood educational training. At Head Start I had the chance to interact with children my age and to develop social skills.

My goals are to attend Clark Atlanta University and to become a lawyer. [Applause.]

Senator HARKIN. That was wonderful, Almeda.

STATEMENT OF D'ANTHONY REAVES, HEAD START GRADUATE, ATLANTA, GA

Senator HARKIN. D'Anthony, welcome, and please tell us what is on your mind.

Mr. REAVES. Good morning and thank you for inviting me to this program.

Hello, my name is D'Anthony Reaves, I started Head Start at the age of 4. Head Start helped me prepare for kindergarten. Some things we take for granted, like how to pronounce your name correctly and how to relate to the other children.

Head Start develops confidence and self-esteem at an early age. While attending Head Start——

Senator HARKIN. Just get right into that microphone there.

Mr. REAVES. While attending Head Start, I had the opportunity to attend several events, to visit the zoo, circus, center for puppetry and other events with the children who attended school with me. I was introduced to groups and to reading. I am thankful for my

Head Start experience, I developed confidence in myself and with that confidence I have been able to do many things.

I served as student body president and am an honor roll student. I love football, basketball, baseball, and play all three sports. I won a certificate for sports and won a Coca-Cola self-control nonviolent certificate and most improved student of the month from the United Family Life Insurance Co.

I read a lot and my favorite magazine is Sports Illustrated. I hope to finish school and attend Morris Brown College and become a lawyer.

Head Start is not just for the children, it is for entire families. This past school year, my mother attended the lectures and classes provided at Head Start for parents. Yes, Head Start works. [Applause.]

Senator HARKIN. Three outstanding young people. And now you see why we like to have you testify. I do have some questions for you.

But I first of all want to introduce three people very important to all of you and I think that they deserve a round of applause too. Almeda's mother is here, Bertha Ringer. Now where is Mrs. Ringer? Stand. [Applause.]

And D'Anthony Reaves' mother, Valerie Baker is here. Valerie. [Applause.]

And the person Ms. Lackey talked about, Ms. Washington, your counselor, is here. Ms. Washington. [Applause.]

Thank you. I will just make a couple of statements here. I have always insisted that we have young people testify and I will continue to do that as long as I chair the subcommittee. [Applause.]

That is all right, go ahead. [Laughter.]

One of the things that we have not talked about too much today is the importance of—and Mr. Holyfield mentioned it—early childhood education, getting the kids early on. And I do not mean just when they go to school, I mean before school.

I had someone tell me a little over 1 year ago that we have to rethink education in this country and that education begins at birth and the preparation for education begins before birth. We know, for example, that if a child is born low birth weight and the mother has not had proper nutrition and health care, that that baby will be born with a lower I.Q. than a baby who is born full term and is healthy. We know that. And it has been studied and we have found that a baby who is born to a healthy mother, full term, adequate nutrition, can have an I.Q. of about 13 points higher than a low birth weight baby. And that 13 points difference could mean the difference between success and failure.

And a lot of times, when we do not have healthy babies and we do not have nutrition programs and counseling and we do not have Head Start programs that are funded, then their lives are stunted from that moment on. We try to patch and fix and mend later on, but we are not too successful.

So that is why I think it is important to focus here on the early, early childhood education. And that is why it is important that you are here.

Debbie, I am very proud of you, I am proud that you have gotten your life in order, that you are studying hard, that you are in school. I extend that pride to your counselor also. I know she must be a tremendous human being because in your testimony you mentioned how close you were to her.

What have you learned at the Teen Services of Atlanta that has been helpful to you in taking care of your own child, what are the best things that you have learned there?

Ms. LACKEY. Well I learned to have respect for myself, finish school, get my education, to practice my method of birth control so I will not have a repeat pregnancy.

Senator HARKIN. Well that is good, that is good. Your daughter is now 3 years old, right?

Ms. LACKEY. Uh-huh.

Senator HARKIN. What things did you find that were most difficult to get to support you and your child? What are the things that you felt were most difficult for you to get that you wanted to get and that you needed for yourself and your child?

Ms. LACKEY. Medicaid.

Senator HARKIN. Did you get maternal and child health care when you were pregnant?

Ms. LACKEY. Uh-huh.

Senator HARKIN. You did? Good. And your baby was born healthy?

Ms. LACKEY. Yes.

Senator HARKIN. That is good. And she is a healthy 3-year-old—a daughter, right?

Ms. LACKEY. Yes.

Senator HARKIN. What is her name?

Ms. LACKEY. Martica.

Senator HARKIN. Is she going to be enrolled in Head Start?

Ms. LACKEY. Yes.

Senator HARKIN. Soon?

Ms. LACKEY. Well right now she goes to nursery.

Senator HARKIN. Oh, she is, so you have already started her?

Ms. LACKEY. Yes.

Senator HARKIN. Good for you. And then you will have her in Head Start, is that right?

Ms. LACKEY. Yes.

Senator HARKIN. Good, give her the right start. Well Debbie, I want to now move to Almeda here, Almeda Ringer and to D'Anthony.

Almeda is what, 11 years old?

Ms. RINGER. Yes.

Senator HARKIN. And D'Anthony, you are 11?

Mr. REAVES. Yes.

Senator HARKIN. Now Ms. Lackey is a little bit older than they are. What advice have you got for them, especially in terms of sexual activity, what advice have you got for them?

Ms. LACKEY. I would tell them to stay in school, get their education, communicate with their parents, to say no to drugs, and that is it. [Applause.]

Senator HARKIN. Almeda, did you enjoy your experience in Head Start?

Ms. RINGER. Yes.

Senator **Harkin**. What was the best thing you liked about Head Start?

Ms. **Ringer**. I liked when the teachers read to me.

Senator **Harkin**. When what?

Ms. **Ringer**. I liked when the teachers sat down and read to us and when our parents came in and talked to us.

Senator **Harkin**. Did you feel it was good for your mother to be there too?

Ms. **Ringer**. Yes.

Senator **Harkin**. That is probably one of the good things about Head Start, it brings the mother in, right?

Ms. **Ringer**. Yes.

Senator **Harkin**. Now you were how old when you went to Head Start, Almeda, 2 months? No? How old were you, 1 year, you think? And you stayed in Head Start until age 5? And now you are an A student and going into the sixth grade.

Ms. **Ringer**. Yes.

Senator **Harkin**. I have a daughter who is 11 years old and going into sixth grade next year too, she is not quite an A student. I will tell her about you, Almeda, tell her she had better start studying harder.

But do you think that really helped you to get good grades later on, when you were in Head Start?

Ms. **Ringer**. Yes.

Senator **Harkin**. What is your favorite subject?

Ms. **Ringer**. Reading and math.

Senator **Harkin**. Reading and math, two of the most important subjects you can learn. And you have got great plans for yourself too. Good for you.

Mr. **Reaves**. Now you started Head Start at 3 years of age, right, and went through to age 5. What did you like most about the Head Start program?

Mr. **Reaves**. To pronounce my name correctly.

Senator **Harkin**. How is that?

Mr. **Reaves**. Pronounce my name correctly.

Senator **Harkin**. Yes.

Mr. **Reaves**. Get prepared for kindergarten.

Senator **Harkin**. Do you feel you were prepared for kindergarten?

Mr. **Reaves**. Yes.

Senator **Harkin**. I will bet you were. And you were student body president.

Mr. **Reaves**. Yes.

Senator **Harkin**. At John Hoke Elementary School.

Mr. **Reaves**. Yes.

Senator **Harkin**. And you say you want to become a lawyer.

Mr. **Reaves**. Yes.

Senator **Harkin**. How about President of the United States? Maybe? [Laughter.]

I mean if you have already been student body president, it sounds like you have got a good start. Well I think you should think about something like that.

Would you like to be President of the United States?

Mr. **Reaves**. Yes. [Laughter.]

Senator HARKIN. Good for you.

VOICE. Senator——

Senator HARKIN. Well that is what this is all about, breaking down those barriers to try and make it possible.

VOICE. But also Almeda should think about being President.

Senator HARKIN. Oh, that is right. [Laughter.]

Thank you very much. I appreciate that, you are right to say that. I just pointed that out because he was student body president already, I thought maybe he was going in that direction. But you are very right to point that out. In fact, you know, we have a lot of women running for the U.S. Senate this year and I sure hope we get a lot more in the U.S. Senate, I will tell you that. We would have a lot different outcomes in some of these bills if we had more representation of women in the U.S. Senate.

I have often wondered what the outcome of a lot of those votes would be like if instead of 98 men and 2 women, we had 98 women and 2 men. It would sure be a lot different. And I have got to add, I think a lot better too.

You are correct on that and I appreciate that.

Well D'Anthony, at Head Start, your folks came with you, right, it was kind of a family thing, right?

Mr. REAVES. Yes.

Senator HARKIN. The family was involved with you. Do you think that is important?

Mr. REAVES. Yes.

Senator HARKIN. Would you say that every young kid ought to go to Head Start?

Mr. REAVES. Yes.

Senator HARKIN. How about you, Almeda, do you think every young kid ought to go to Head Start?

Ms. RINGER. Yes.

Senator HARKIN. Now Debbie, you did not go to Head Start Program, right? Do you remember?

Ms. LACKEY. I think so.

Senator HARKIN. You think you went to Head Start too? That is good.

Well you know, right now, in the entire United States only about one-third of the eligible kids in America that are eligible for Head Start get Head Start, one out of three. And I think it is time that we made it three out of three. A lot of people say that is going to cost a lot of money, but I think it is money well spent and well invested. It is not spent money, it is invested money, right? Because those of you that are in Head Start, I know have a lot better hope and I think better confidence in yourselves.

The first hearing we had in Newark, NJ, I will never forget this, we had a young woman who testified—well young to me, she was 28 years old—and she came back to testify because she was just graduating from medical school as a doctor and she was in one of the first Head Start programs in Newark, NJ, when it first started 20 some years ago. And she wanted to come back to testify. I asked her about Head Start, I said what did Head Start really do for you? And she said it gave me the hope and the confidence that I could do whatever I wanted to do, and here she is graduating from one of the best medical schools in America.

So I say to each one of you, I know I share the pride in you that your parents have in you and I am sure your friends and relatives. Keep that hope alive, keep your dreams up and study hard and I know you can be whatever you want to be. OK?

Thanks for being here. [Applause.]

Now our fourth panel I will call to the witness table. Dr. Judson Hawk, senior advisor for children's issues, the Carter Presidential Center; Dr. William Elsea, Commissioner of Health, Fulton County Health Department; Mary Frances Williams, Director of Advocacy, Families First, and founding board member of Georgians for Children; Dwight Evans, executive vice president, Georgia Power; Hortense Linsey, elementary school teacher, Benteen Elementary School.

STATEMENT OF DR. JUDSON L. HAWK, JR., SENIOR ADVISOR FOR CHILDREN'S ISSUES, THE ATLANTA PROJECT, CARTER PRESIDENTIAL CENTER

Senator HARKIN. Again, I thank you all for being here at this hearing and taking time out of your busy schedules. We will just go in the way I called you up. First, we will start with Dr. Judson Hawk, senior advisor for children's issues at the Atlanta Project at the Carter Presidential Center.

The Atlanta Project is attempting to improve conditions in 20 neighborhoods in Atlanta over the next 5 years. I have read a lot about it in newspapers all over the country and I am very intrigued by the whole project and how it is moving.

Dr. Hawk is a native of Atlanta, a pediatrician with 40 years of experience. He has also served on the staff of the Scottish Rite Children's Hospital, in public clinics, and children's programs. He is active in public health and education and is the State coordinator for Federal access to health.

Dr. Hawk, welcome to the subcommittee, and please proceed as you so desire.

Dr. HAWK. Mr. Chairman, thank you for being here and welcome to Atlanta.

It is very difficult as one travels the expressways and looks at our skyline, but we truly have two Atlantas. I will briefly tell you a little bit of the Atlanta Project in one of our Atlantas, but also talk about my experience as a pediatrician.

I really am very privileged to be on full time loan as senior advisor for children's issues with the Atlanta Project, which I shall now refer to as TAP, TAP is another initiative of the Carter Center. The needs of expectant mothers and children are of special concern to us there. The multiple problems of mothers and children everywhere in this country are well documented in several places. And I shall not talk about too many statistics.

Most now realize that the overwhelming serious and urgent nature of these problems call for action. Neglecting these has produced an unconscionable and deteriorating state for children and the real future of our society. With the sinking of the *Titanic*, mothers and children first became more than a phrase. Now it is truly a mockery.

My remarks will touch on several Federal programs as well as the vision of TAP because this project truly strives to reach the basic socioeconomic and health needs of the child as well as the family members.

Senator **Harkin**. Dr. Hawk, I just recognized what time it is and I hate to interrupt you now, but I am going to ask each of you to take no more than 10 minutes. Could I do that? I would appreciate it.

Dr. **Hawk**. All right.

This could well become a model for our entire country. The Atlanta Project is challenging and very exciting and I am privileged to be here this morning.

The Nation is crying out for answers to these crises in our inner cities; abuse, crime, drugs, inadequate health care, hopelessness, joblessness, poverty, teen pregnancy. President Carter plans to follow the same strategies in Atlanta that the Carter Center has successfully used in the Third World. Through involving of profit and nonprofit corporations, foundations and individuals, and amassing a huge number of volunteers, hopefully on a one-to-one basis, we hope to assist this desperate and deprived population to help themselves. This is the term empowerment. The great society of the 1960's did not work, we need to learn from it and others and try this time to change people.

TAP's geographic area includes approximately 500,000 individuals in three counties in the inner city area, the majority of whom are in poverty. There is an extremely high rate of single parent families and teen pregnancies. The area is divided into 20 clusters, each identified by a high school in the neighborhood. Through collaboration, Federal and State barriers hopefully will be removed so that programs can become more accessible and, therefore, used. We must strengthen our neighborhoods and family units in ways possible, for this is where dreams are dreamed and goals are reached.

A comprehensive holistic approach must be forged because the categorical segmented programs of the past and the present are failing to answer the needs of our mothers and our children.

I thank you for the opportunity to address the critical issue, investing in children. I emphasize the term investment, not cost, as the operative word. We cannot demonstrate quarterly profits but we can detail what happens when the commitment of dollars is not there during the child's development. The high cost—as you have said many times, sir, the high cost of neglect will be compounded as to what price society must pay tomorrow. Good health is essential, for without it, a child cannot develop properly, learn, or play.

Basic preventive health care is inexpensive. Many times it eliminates the expensive emergency room or high technological hospital costs. Prevention of problems is cost effective. For example, poor children in Atlanta like poor children all over this Nation are three times as likely to have mental retardation as those affluent children. Recent research has shown by investing in specific health and developmental programs from birth to age 3 years, one can prevent 67 percent of the associated poverty-related mental retardation. That is significant.

It is now also clear that before and during a pregnancy, by taking folic acid—this is just a simple vitamin, a B vitamin—50 percent of spina bifida cases can be prevented. This birth defect is a problem of the spine and is the leading cause of paralysis of children today.

Lead poisoning exposure can cause significant decrease in IQ, even to mental retardation. And there is a recent report of the new recommendations there.

You are well aware and I hope all the other Senators are, of the early and appropriate prenatal care because it repeatedly has shown the number of premature births and the number of children born with congenital abnormalities is markedly reduced. Spending an estimated $400 on prenatal care can prevent $200,000 maybe being spent on saving the life of a 1.5-pound premature.

Accidents, the leading cause of death, 10 to 19 years, are all potentially preventable. Had the 1,000 children's tragic deaths in 1987 in Georgia been prevented, the collective lifetime income of these children during their productive years was calculated at $750 million. Obviously, it is costing us a whole lot.

Childhood immunization, as this committee well knows, remains the cornerstone of prevention of our health care system. Shots are the introduction to the health care system for many parents. Yet there are many who are not receiving this and, therefore, are not getting preventive care.

And we are having epidemics in this State as well as elsewhere. Mrs. Bumpers and Carters' initiative will help erase this national disgrace. The lack of prevention is affecting the bottom line of this State and our Nation and this is well documented.

Medicaid, which is a very fine program, yet it has problems as well. Medicaid has been expanded so that more children could be involved, yet it is a State-regulated dollar program. For every eligible Medicaid child in Georgia receiving care, we estimate that there are two others who are eligible, yet they do not get that care. Others do not have any coverage, yet they need it and they are not eligible.

Early periodic screening, diagnosis and treatment, EPSDT, the preventive aspect of Medicaid, is only being used by 20 percent of those eligible. This, I think, illustrates that true access to care means not only availability but knowledge of how important it is to have that care. The two-tiered system of care that we have today is not working for the patient, it is not working for the provider. And we must ask ourselves why, we must consider alternatives.

The previously mentioned programs represent a small portion of our country's piecemeal effort that now substitutes for a health policy for children. We should consider bold action on the Federal level as your predecessors did in the 1920's when they started the Children's Bureau. One of the Bureau's many accomplishments, until it was dismantled in the 1940's, was to get children out of the work force and back into school. Children are again in the work force, in the fields, and on the streets trying to survive. Bold action is now needed.

Necessary access to health care should not be on a financial criteria. Today's economics mean that many parents are gambling with their child's life, hoping that the fever and pain would go away. Many lose. We entitle all children to an education and as you have just appropriately pointed out, it should be also an early school education, a preschool education, because we know of the importance of a knowledgeable work force. Yet we do not entitle children to the basic preventive health care measures. This occurs in most other industrialized nations. A healthy body and mind provides us the opportunity to compete. In Georgia, we are graduating only 65 percent of our children from high school. What a waste of human resources and potential tax revenues.

I urge you and your entire committee to consider establishing a national health policy, beginning with expectant mothers and children and developing a universal system of health care for all preschool children. I think our very wonderful children's panel, every one of them pointed out how important their preschool Head Start program was to them. We must do this for all.

These measures would help to assure that every child is healthy and ready to learn when they reach school age. We cannot wait until they get to school and then say now it is time for you to start learning. Beginning with health concerns of expectant mothers and children first would be cost effective, humane, and it would begin to put us back into a leadership role in the world marketplace.

In conclusion, we cannot accept rhetoric, patchwork, and token action. There must be pragmatic proposals of meaningful action. We must invest more in children, yes; but compassionate, concerned leadership at our national and State capitols is also an absolute necessity. There is so much that we can do, and we must do it. We cannot continue to neglect.

You know, there really is no real preventive health care system out there today. We talked about this yesterday with immunization. We must.

I would like to close by reciting one line out of a poem that appears above a day care center in Hong Kong. If you do not remember anything else, please remember this one line. "As the child is, the world of tomorrow will be."

Thank you very much. [Applause.]

Senator HARKIN. Dr. Hawk, thank you very much. I will remember that, you may hear me saying that again some day.

Dr. HAWK. I hope so.

Senator HARKIN. You will.

STATEMENT OF DR. WILLIAM R. ELSEA, COMMISSIONER OF HEALTH, FULTON COUNTY HEALTH DEPARTMENT, ATLANTA, GA

Senator HARKIN. Dr. William Elsea—I hope I pronounced that correctly.

Dr. ELSEA. Almost, more like Elsea [pronouncing].

Senator HARKIN. Dr. Elsea is the commissioner of health for the Fulton County Health Department and professor of preventative medicine at the Emory Medical School and serves as clinical professor at the Morehouse Medical School. He formerly served as an epidemiology intelligence officer at CDC, was a Peace Corps physician in east Africa and also served as director of health in Cincinnati and Lexington, KY, and as deputy commissioner of health in Buffalo, NY.

Dr. Elsea, I thank you very much for being here and I might just say for the record that all of your statements will be made a part of the record in their entirety and if you could just summarize it, I would appreciate it.

Dr. ELSEA. Thank you so much, Senator Harkin. It is indeed a great honor to be able to speak before you as a great advocate of health for not only children, but for other people. I am not sure which is the greatest privilege, to actually speak before you or hear the great people who have preceded me. It is a wonderful group that you have got here.

Senator HARKIN. Thank you.

Dr. ELSEA. I will easily stay within 10 minutes and I think much less. You know, Southerners speak rather slowly at times, but actually I come from north Missouri, just 50 miles from Iowa, so maybe I can speed up a little bit more.

Senator HARKIN. What hometown are you from?

Dr. ELSEA. Kirksville, MO.

Senator HARKIN. Oh, that is just right near where I am from.

Dr. ELSEA. I am glad to know that.

We believe this great country of ours is not adequately meeting most of its important obligations, or at least one, and namely, that is assuring planned and wanted children, protecting, caring for and nourishing them. Even those of us concerned about our standard of living of our elderly, we think must see that the future of our older people will depend to quite an extent on how we treat our children.

I speak from the perspective of an urban health director from Fulton County which serves 90 percent of the city of Atlanta which has the—we used to have the second highest poverty rate in the country. There are about seven cities that have gone down, so it is now about ninth highest poverty rate.

More than 50 percent of the births in the United States are unplanned, and at Grady Hospital 80 percent are unplanned. Of our teen pregnancies, 80 percent are unplanned in Fulton County. A University of Georgia study found that just for the teen births for 1 year, the public cost was $232 million for the State of Georgia, $26 million for Fulton County. The United States has the highest teenage pregnancy rate in the industrialized world and the rate in Fulton County is 50 percent higher than that; namely, 185 per 1,000 females. Despite these extreme indicators of need, Federal financial support for family planning fell by one-third between 1980 and 1990.

One study found that for each dollar spent for family planning, $4.32 in public funds are saved in just the next few years.

Fulton County provides special teen clinics in seven areas, one of them is on Sunset Avenue, one block over this way. They are like the Grady ones, we are proud of them. Services provided are family planning, primary care, educational sessions, problem solving, sex education, substance abuse, et cetera. We hire student leaders we are proud of to help us relate to the schools. They are popular, provide remarkable services, and yet they have essentially no Federal support.

Infant mortality is a priority we have heard mentioned before. We believe it follows next in priority order to family planning. We believe the United States and Fulton County and the Georgia rates are disgraceful, not only because they are higher than, as we see it, 23 other countries, but the black rates are approximately twice the level of the white rates. Fulton County has a rate higher than that of Georgia. Georgia is 12.3 and Fulton County is 14.5.

Infant mortality, I would like to make the point, needs to be addressed not so much to save the approximately 150 infants who die in Fulton County each year, but to assure healthy beginnings for the other 98.5 percent of infants. Most infant deaths are associated with inadequate birth weight.

Inadequate prenatal care is a major contributor to these rates. At Grady Memorial Hospital, about 20 percent of women are receiving no prenatal care. Of these, 30 percent deliver babies prematurely, 26 percent use alcohol, 20 percent use cocaine during the pregnancy. Reasons given for no care were logistics such as transportation, child care, work, et cetera; personal barriers such as depression, inability to obtain abortion, drug abuse, pregnancy denial; and third, awareness problems.

The problem of prenatal care is a colossal one, there are multiple opportunities to correct. I will only mention a couple.

We would like to have a trained home visitor for every high-risk pregnant woman and every newborn infant. Unfortunately, funding for such perinatal case management has been mostly lost this year.

We have a rather exciting program—one moment to talk about that. It is quite successful. It is called our Parent-Infant Intervention Program. We identify high-risk expectant mothers, offer them weekly educational sessions regarding health care, parenting skills, nutrition, child care, home visits, stress reduction. Special videotapes which identify common problems to them, discuss them. To date we have had 800 high-risk women go through this and there have been no infant deaths among those. And the low birth weights appear to be less than 10 percent of what would ordinarily be expected. We received the UNICEF and Carter Center award for that program in 1990.

The next stage of need that has been discussed, and I have got to say another word about it, is for general child care. In Fulton County, 32 percent of children below age 5 are below poverty and only 22 percent of those receive Head Start.

We have fine care provided by specially trained pediatric nurse clinicians in well child clinics, 20 locations. Unfortunately we do not have enough nurses to do all of that, we have a nursing shortage and inadequate funding. EPSDT, as Dr. Hawk mentioned, has been a very good thing but only a fraction of the children eligible are on it and there are many other children who are not eligible for it. We try and serve them in our child health clinics, but do not have nearly the capability. Many private providers will not accept either Medicaid or these without Medicaid.

Immunization has been mentioned. I will only mention briefly that one survey recently indicated that 42 percent of our 2-year-old health department clients were—only 42 percent were fully immunized. We brought together a coalition of all major parties seeking to define these problems and deal with them. Special help has been given by "Every Child by Two" initiative with Mrs. Jimmy Carter and Mrs. Zell Miller. Our Scottish Rite Hospital and our State Medicaid programs have contributed significantly to that effort.

Now I want to mention one of the most—as I see it, one of the greatest problems of our society, and it is reflected by the leading cause of death, that has not yet been mentioned, of Fulton County's children, age 15 to 19. Know what that is? It is homicide, homicide particularly by guns. The rate for Fulton County's black males age 15 to 19 is 151 per 1,000 per year. This is twice the U.S. rate, 17 times higher than the overall U.S. rate of 8.8 for the total population—mostly by handguns. This tendency—and by the way, last year, I just learned, there were 1,200 guns confiscated from city of Atlanta schools, including two shotguns. This tendency toward violence and use of lethal weapons is, of course, a particularly American problem. The list of remedies is large. We think one of the main ones is handgun control.

Probably the most important thing we do in our health department in trying to prevent violence is through education, intervention and treatment of drug and alcohol abuse. Drugs—this is another thing you all may not know—is that drugs, including alcohol are the primary underlying cause of more years of life lost in Fulton County than any other cause. And this is true probably for most American cities. We run at the health department a 100-bed drug treatment center, emphasize programs for pregnant women, mothers and their children, including detoxification, off-site halfway houses, special out-patient clinics. We treat youth aged 17 and above in that center and then have special treatment programs for adolescents, including family and day treatment. All of these programs have more patients than we can handle and about 30 to 90 percent of it is federally funded.

Now I am about to wrap up. We want to progress for a moment to opportunities to dealing with school health. With the support and encouragement of Governor Zell Miller, there are 15 special different projects for children begun around the State of Georgia. They are doing a bunch of exciting different things. However, the opportunities for health education, including violence prevention and health services in the public schools, remains, in my view, relatively untapped, both here and around the country. There are not health educators, specially trained. Most schools do not have school nurses and when they are present, they are too often only used for first aid, rather than prevention and education.

PREPARED STATEMENT

The last thing I would say is that there is not space to deal with so many of the problems that are so important, like lead poisoning, child abuse, HIV disease, and the very worthwhile things such as women, infant, and children nutritional program. I would like to mention we think there is a marvelous opportunity here and it can be available in many other cities around, and that is the Atlanta Project begun by President Jimmy Carter. We think it is a remarkable opportunity to form partnerships with neighborhood groups in order to find ways to improve the health of mothers and children involving lots of people both in target areas and around the city, that will not otherwise be involved.

Thank you very much for this opportunity.

Senator HARKIN. Dr. Elsea, thank you very much.

[The statement follows:]

Statement of William R. Elsea

Senator Harkin, and members of the subcommittee, thank you very much for the attention you are giving this most important subject. We believe that this great affluent country of ours is not adequately meeting one of its most important obligations—namely, assuring planned and wanted children, protecting, caring for, and nourishing them. Even those of us especially concerned about the standard of living of our aging population should be aware that the future of our older people will depend to quite an extent on how we treat our children.

I speak from the perspective of an urban health director with responsibility for Fulton County which includes 90 percent of the City of Atlanta—a city with one of the highest poverty rates in the United States.

PLANNED AND WANTED CHILDREN

We believe it is of prime importance that each child be planned for and wanted. More than 50 percent of births in the United States are unplanned; of those born at our major public hospital in Atlanta, Grady Memorial, approximately 80 percent are unplanned. Of births to teen mothers, approximately 80 percent are unplanned. A University of Georgia study indicated that the public cost in 1988 for births to teen mothers in Georgia was $232,000,000; for Fulton County it was $26,675,000. We understand the United States has the highest teenage pregnancy rate in the industrialized world. The pregnancy rate for 15–19 year olds for Fulton County is 185 per 1,000 females—50 percent higher than the U.S. rate of 113 per 1,000. The Fulton County black teenage rate is higher yet at 240 per 1,000—nearly 1 in 4 pregnant each year. Despite these extreme indicators of need, federal financial support for family planning has fell by one third between 1980 and 1990 when inflation is taken into account.

A study by the Allan Gattmacher Institute has calculated that for each $1 spent on family planning services, $4.40 in public funds is saved over the first few years.

It appears that Norplant, perhaps the most efficient contraceptive device, simply implanted under the skin of the arm and lasting five years, may offer the best chance of assuring planned and wanted children for many women. Unfortunately, the only way our Fulton County public young women clients, can get this remarkable contraceptive device is to wait in line for a considerable period, and then present $500 at the time of the insertion. The high risk women that are in such need of this effective and under-utilized family planning method are usually the very ones who are least likely to have the funds available to pay for it.

The Fulton County Health Department provides special teen clinics in seven areas, primarily during after school hours. Services provided are family planning, primary care, and numerous educational sessions in such areas as problem solving, values, sex education, sexually transmitted diseases, smoking and substance abuse, nutrition, etc. Student leaders are hired to help with this education and for outreach. These clinics are popular, provide remarkable services, but receive very little federal support.

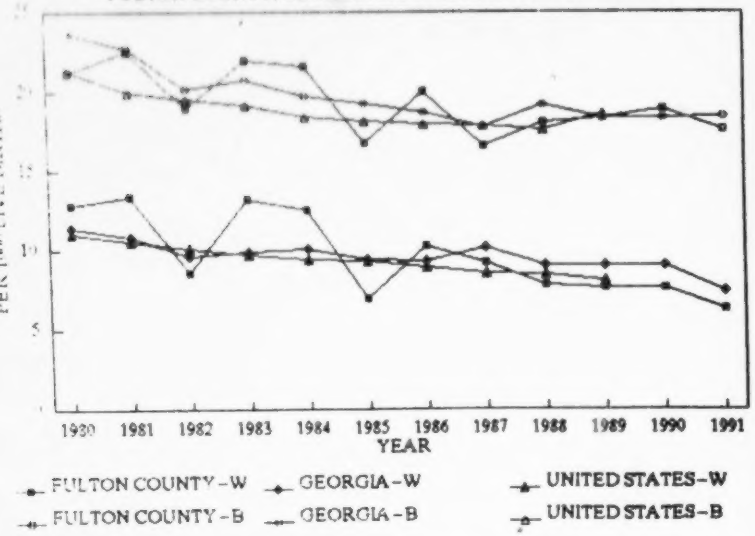
A "teen to teen" project of Emory University and Grady Hospital has succeeded in assuring that program participants were 5 times less likely to have sexual intercourse than non-participants.

INFANT MORTALITY AND HEALTHY BEGINNINGS

Infant mortality is the priority following family planning that we believe needs the most attention. United States, Georgia and Fulton County rates continue to be disgraceful, not only because they are higher than 23 other countries, but also because the black rates run at approximately twice the level of the white rates. Georgia ranked 49th in the nation for infant mortality in 1989, with a rate of 12.3 infant deaths per 1,000 live births. Fulton County had a rate higher than Georgia's at 14.5. Infant mortality needs to be addressed not so much to save the approximately 150 infants who die in Fulton County each year, as important as that is, but to assure healthy beginnings for the other 98.5 percent of infants. The graph below illustrates United States, Georgia and Fulton County rates for the past eleven years.

INFANT MORTALITY RATES 1980–1991

FULTON COUNTY, GEORGIA and UNITED STATES RESIDENTS



Most infant deaths are associated with low birth weight. Georgia ranked 45th in the nation in 1989 for low birth weights with 8.3 percent of Georgia infants weighing under 5.5 pounds. The comparable rate in 1989 for Fulton County was 10.4 percent.

Inadequate prenatal care is a major contributor to the rates described above. Last year only 23 percent of women in Fulton County's public system received adequate care, defined as having at least 5 visits, with the first visit in the first trimester of pregnancy. It was reported that up to 20 percent of women delivering at Grady Memorial Hospital received no prenatal care. Of these, 30.9 percent delivered babies prematurely; 26 percent used alcohol, and 20 percent used cocaine during their pregnancy. Reasons given for no prenatal care were: (1) logistics (29 percent) e.g. transportation, child care, work, etc., (2) personal barriers (37 percent) e.g. depression, inability to obtain abortion, drug abuse, pregnancy denial, and, (3) awareness problems (9 percent).

The problem of inadequate prenatal care is a colossal one; there are multiple opportunities to correct it. The Fulton and DeKalb County Health Department have convened a group of more than 40 major providers on several occasions to plan for improvements and seek a "Healthy Start" grant. Unfortunately, we did not receive the grant, but will continue our joint efforts. We also hope to involve the "Carter-Atlanta Project" in this movement, especially aiming to make neighborhood people a part of it.

We would like to have a trained home visitor for every high risk pregnant woman, and every newborn infant. Unfortunately, funding for this "perinatal case management" has been mostly lost this year.

We have a rather exciting program which has proven successful in minimizing low birth weights and preparing mothers for parenting. It's called the Parent-Infant Intervention Program. This program identifies high risk, expectant mothers and offers them weekly educational sessions regarding health care, parenting skills, nutrition, and child development. It also provides child care in an infant development lab, home visits, and relaxation exercises for stress reduction. Specially prepared video tape vignettes with soap opera formats focus on problem solving with discussions of frequently encountered problems. To date, among approximately 800 high risk program participants, there have been no infant deaths and the low birth weights appear to be less than 10 percent of the expected number. This program received the Survival Domestic Award for the U.S. Committee for Unicef and the Carter Center in 1990. The funding for this program is mostly from Fulton County.

CHILD CARE

Following the progression from family planning to prenatal care, then infant care, the next stage of need is child care. Here again our society has fallen far behind the care provided by many forward thinking nations. Although the vast majority of pre-school children of moderate income families are enrolled in structured pre-school programs, only a fraction of those below poverty level receive that advantage. In Fulton County 32 percent of all children under five are in families below poverty level, and only 22 percent of these children are enrolled in a "Headstart" program.

We are proud of the fine care provided by our specially trained pediatric nurse clinicians in our well child clinics. Unfortunately, we do not have enough nurses to meet the needs, both because of inadequate funding, and the nursing shortage. We help refer children to pediatricians and other care providers of their choice. Medicaid funded children now have more choices as the Medicaid Early Periodic Screening Diagnosis and Treatment Program (EPSDT) fortunately provide for preventive services. It is clear that there is a large number of children, not eligible for Medicaid, whose families cannot afford preventive care. Although our child health clinics do care for many of these children, a large proportion of care providers will not accept them.

IMMUNIZATIONS

Evidence of the insufficiency of child health care is provided by the low immunization rates of many major cities, including Atlanta. Although we are able to keep our Fulton County child care clients 89 percent immunized at age one and 97–98 percent immunized at school entrance, a state survey indicated that only 42 percent of two year old health department clients were fully immunized. This points to the fact that a large proportion of children did not get their needed immunizations between one and two years of age. This rate was among the highest of cities surveyed in the country, but lowest among health districts in Georgia. As the surveyors did not look at immunizations given in any but the individual clinics reviewed (that is they did not review for immunizations given by other clinics or physicians), it is clear that the rate is actually much higher than this.

However, there is no questioning of the fact that immunization rates are unacceptably low for particular groups such as two year olds, both in Fulton County and, apparently, in most parts of the United States. The Fulton and DeKalb Health Departments have brought together a coalition of all major parties involved in immunizations seeking to define problems and revitalize immunization efforts. Special help has been given by initiatives such as "Every Child by Two" with the backing of such persons as Mrs. Jimmy Carter, and Mrs. Zell Miller. Prominent hospitals such as our Scottish Rite Hospital have contributed generously. We believe the Federal Immunization Initiative is appropriate, and are seeking funds through it to significantly improve our immunization levels.

VIOLENCE AND DRUGS

Now I would like to progress up the age range to children of school age. Surely one of the most serious problems faced by our society is reflected by the leading cause of death of Fulton County's children and youth age 10 through 19. It is homicide. The homicide rate for Fulton County's black males aged 15 through 19 is 151.7 per 100,000 per year. This compares to a U.S. rate of 76.8 for the same race, sex and age group. It is 17 times higher than the overall United States rate of 8.8 per 100,000 for the total population. A major part of these homicides are committed by handguns. This tendency toward violence and the use of lethal weapons is of course a particularly American problem. The list of possible remedies is large. In our view, handgun control should rank at the top.

Probably the most important method employed by the Fulton County Health Department in preventing violence among both children and adults is through education, intervention and treatment of drug and alcohol abuse. Drugs, including alcohol, are the primary underlying cause of more years of life lost than any other cause, in Fulton County, Atlanta, and probably for most other American cities. The Fulton County Health Department runs a 100 bed drug treatment center and has special programs for pregnant women, mothers and their children, including detoxification, and off site "half-way house" beds and special out-patient clinics for women. We treat youth aged 17 and above in our treatment center and have special day treatment and family treatment facilities for younger adolescents. We also have, as a pilot program in one school, two counselors focusing on drug intervention and related problems. All of these programs have more patients in need than we can handle. All have at least some federal support, ranging in percentage from 30 to 90 percent.

SCHOOL HEALTH

Opportunities for dealing with children's health, including violence prevention, in the schools, are great—we will summarize our views of a few of them. With the support and encouragement of Governor Zell Miller, 15 special projects for children have been begun around the state of Georgia. Our special project in Atlanta is one which brings together the resources of the Atlanta Schools, the Georgia Department of Human Resources, the Fulton County Health Department, the Department of Family and Childrens Services, and others, in working with high risk children in 2 selected target elementary schools. The project, called "Family Connections" is promising in its intent to both define many needs of children and their families, and to find new ways to address them.

The opportunities for health education and health services in public schools remain many and, for the most part, relatively untapped, both here, and around the country. Most schools do not have trained health educators. Subjects such as maintaining personal health, sex education, parenting, values, drugs, including alcohol and tobacco, and violence prevention seem to be addressed minimally, in unsystematic fashion. Most schools are without school nurses—when present, they have too often been used for "first aid" rather than prevention and education. The Atlanta City Schools have recently organized and trained school nurses to do Early and Periodic Screening, Diagnosis and Treatment (EPSDT). This is very promising, as there are not currently sufficient resources otherwise to provide these services for all school children. The Fulton County Teen Clinics number only 7, and they can meet only a small fraction of the need. Although we believe it desirable to offer more primary care with education and counseling in schools, we see little hope of acquiring the funding required to provide such services in all the schools where it is needed.

There has not been time or space in this testimony to touch upon many important elements for children's health, such as lead poisoning, tuberculosis, HIV disease, and worthwhile programs such as the Women, Infants and Children (WIC) nutritional one. I would like, however, to end my comments by referring to one of our most exciting and unique local opportunities for improving children's health. This is the "Atlanta Project" begun by President Jimmy Carter. As it will be discussed by other persons, I will only comment that we find it a marvelous opportunity to form partnerships with neighborhood groups in order to find ways to improve the health of mothers and children. This project holds great promise in calling forth remarkable efforts from both people in the target areas and the providers of services who will find better ways to work together for the enhancement of those services.

Thank you very much for the opportunity to present these thoughts.

STATEMENT OF MARY FRANCES WILLIAMS, DIRECTOR OF ADVOCACY, FAMILIES FIRST, ATLANTA, GA

Senator HARKIN. Next is Mary Frances Williams. Mary Frances Williams is director of advocacy at Families First, a United Way agency serving families in metropolitan Atlanta, GA. Her efforts have led to the passage of legislation on child care, adoption, foster care, and child abuse prevention in Georgia. She is a founding board member of Georgians for Children, Inc., a statewide child advocacy organization.

Ms. Williams also serves as a member of the Georgia Policy Team, which is participating in the National Family Academy lead by the Council of Governors Policy Advisors.

She received her undergraduate degree from Erlanger College and a master's degree in social work from the University of Georgia.

Ms. Williams, welcome and please proceed.

Ms. WILLIAMS. Thank you.

Senator Harkin and members of the appropriations subcommittee, I want to thank you for this opportunity to address you concerning the children of Georgia. I am just going to highlight my remarks since the day is late.

I want to point out to you, I think you probably already know it, that according to the 1991 Kids Count Data Book, Georgia was ranked 50th in the Nation in the well-being of its children. And I will not go through all the statistics that relate to that report because I think other people have already touched on all of them, but we do have problems in Georgia.

I think I would like to say that our children in Georgia are not alone, and that the trends in our State parallel what is happening throughout the Nation. I think that we must invest now, as the number of children in our country is shrinking and if we make wise investments in preventive health care, education, and other programs, we will do a better job of preparing them to support our Nation's future economic needs.

We have many successful programs in place in this country that are not adequately funded. Many of them have been mentioned here this morning already. I am told that only 7 percent of Federal funding is for programs that provide services and benefits to children under 18 and their families. It is my belief that for the past 12 years, we have been shifting around the same number of dollars without a serious increase in the total amount of investment in our children's programs.

Given the seriousness of the problems facing today's children, I think it is time to look at putting additional dollars into some of the promising preventive programs available to us. And the two that I would like to highlight, one of them relates to child welfare services.

In the summer of 1989, we had a series of newspaper articles entitled "Suffer the Children" and it shocked many Georgians with its stories of abuse and neglected children. I do not think a lot has changed as a result, unfortunately.

Child welfare services are the responsibility of the States which are obligated to protect and support children who have been abused, neglected, and whose parents are unable or unwilling to support them. The Child Welfare Services Program which is title IV–B of the Social Security Act, assists States' efforts. Despite dramatic increases in the number of children in need of protection and services throughout the country, funding for title IV–B child welfare services program has been severely limited. I understand that funding has been frozen at the same level for 2 years and the same level of funding has been proposed for fiscal year 1993. And I would like to encourage you to push for funding at the authorized level of $325 million. I think increased funding of this program would certainly assist families in Georgia in strengthening and preserving them.

I want to just tell you briefly that my agency, Families First, has a family preservation program which operates under the premise that all parents want to be good parents, but often are prevented from doing a better job by the realities of financial hardships, drug or alcohol abuse, or lack of parenting skills. Our program has been very successful during its 2-year history and 95 percent of the children served have been able to remain with their families, which is the goal of the program.

Unfortunately, funds for this kind of preventive help are extremely limited and Families First is only able to provide these services to a limited number of families in a few metropolitan Atlanta counties. Funding title IV–B at the authorized level would allow agencies such as Families First to serve more families and even better, passage of Senate bill 4, the Child Welfare and Preventive Services Act, would go even further to meet the needs of these families as it would guarantee allocation of title IV–B funds and add two new components to the program, one for family support services such as those offered by Families First, and one for comprehensive substance abuse prevention and treatment services.

Another innovative approach that prevents costly out-of-home placements by assisting families is the Family Resource and Support Grant Program. It was created by the 1990 Human Resources Reauthorization Act and it supports statewide networks of local family resource and support service centers. I would like to urge you to include a fiscal year 1993 appropriations of $30 million for this program.

There has been a lot of talk about dollars spent on preventive health care. I would like to say that I think we could certainly do more. About one-fourth of Georgia children are uninsured and lack Medicaid and access to health care is a big problem in rural areas of Georgia. We do not do a particularly good job of outreach and it is my understanding that in 1990 only 17 percent of children eligible to receive health screening through the EPSDT Program actually did. Of course our local health departments receive funding through title V, maternal and child health block grants. I would like to urge you to approve spending of the MCH block grants also to the authorized level. I think that would be a wise and prudent use of our resources.

I think the really most important thing that I want to say though is that as has been said before, we are a country with enormous wealth and resources, but over the past decade our priorities seem to have been at odds with what is necessary for a productive future for our children and our Nation. We have won the battle with communism, we have made major strides in developing new technologies, but we have failed to provide our own children with the basic building blocks of health development.

PREPARED STATEMENT

I think it is time to invest adequate resources. Rearranging the dollars we have been spending on children and youth is no longer a viable solution. I urge you to continue your leadership and push for funding of programs which will provide the much needed support to this country's families.

Senator HARKIN. Thank you very much.

[The statement follows:]

STATEMENT OF MARY FRANCES WILLIAMS

Senator Harkin and members of the Appropriations Subcommittee—as Director of Advocacy for Families First and a board member for Georgians for Children, I thank you for this opportunity to address you concerning the children of Georgia.

Recent events and trends in this country point to the need to do a better job with our children—I'm referring to the recent riots in Los Angeles and the rising number of children in Georgia and throughout the United States who live in poverty. In the

1991 Kids Count Data Book, Georgia was ranked 50th in the nation in the well-being of its children. The statistics from that report and the one issued in 1992 paint a grim but accurate picture of the price Georgia children are paying for misplaced priorities. Consider the following:

—Almost one out of every five children in Georgia—over 340,000—grow up in poverty. A family of three earning less than $11,140 per year falls under the federal poverty threshold. Over the past decade, the percentage of poor children increased by 13 percent.

—In Georgia, 8.3 percent of all infants—9,215 in 1989—weigh less than 5.8 pounds at birth, and over 1,350 of the infants born in 1989 died before their first birthday. The infant mortality rate for blacks in Georgia is twice as high as for whites, and Georgia's black infant mortality rate ranks behind 34 countries, including Hungary, Cuba, Kuwait, and Costa Rica.

—Over half of the 516,227 children under age 5 in Georgia have a mother in the workforce. Licensed day care centers and group day care homes provide only 158,000 slots. Georgia Head Start serves only 14,754 children, about one-third of all eligible 3 and 4 year olds.

—In 1989, only 6 out of every 10 students graduated from high school. The number of dropouts in 1989 alone reached 24,000.

Georgia's children are not alone. The trends in our state parallel what is happening throughout our nation. And although the statistics document the gravity of children's needs, many of the conditions confronting our children can be changed through wise investments in preventive health care, education and other programs. We must invest now, however, as the percentage of children in our total population is shrinking, and unless we do a better job of preparing them, these children will be incapable of supporting our nation's future economic needs.

Investment can and does help children and families; it can and does bring change and success. Research and experience have shown us that preventive programs can improve outcomes. Head Start is probably mentioned more often than any other program, as we know that when "at risk" children participate in quality, preschool programs, they are more likely to complete high school. Head Start cannot stand alone however—there are many roadblocks for an "at risk" child to overcome before she reaches her third or fourth birthday and enters Head Start—and true prevention must address those early years as well.

We have many successful programs in place in this country that are not adequately funded. I am told that only 7 percent of federal funding is for programs that provide services and benefits to children under 18 and their families. For the past 12 years, we have been rearranging the same dollars without increasing the total amount of our investment in children's programs. Given the seriousness of the problems facing today's children, it is time to look at putting additional dollars into some of the promising preventive programs available to us.

Reports of child abuse and neglect have increased 350 percent in Georgia in the last decade, with 45,817 cases reported during the state's 1990 fiscal year. The majority of referrals to local Family and Children Departments concern children who are neglected, and due to the dramatic increase in reporting, neglect cases receive the least attention. To make matters worse, state budget cuts have resulted in the loss of 200 staff positions in the past 2 years. Georgia is forced, like most other states, to focus its efforts on families in crisis and remedial solutions rather than on programs which provide preventive support to families while they are still intact. Little or no progress has been made since the summer of 1989 when a series of newspaper articles entitled "Suffer the Children" shocked Georgians with stories of abused and neglected children.

Child welfare services are the responsibility of the states, which are obligated to protect and support children who have been abused, neglected and whose parents are unable or unwilling to protect them. The Child Welfare Services program (Title IV-B of the Social Security Act) assists state efforts by allocating federal matching funds to states. Despite dramatic increases in the number of children in need of protection and services throughout the country, funding for the Title IV-B Child Welfare Services program has been severely limited. Funding has been frozen at the same level for two years, and the same level of funding has been proposed for fiscal year 1994. I encourage you to push for funding of this program at the authorized level of $325 million. Increased funding of this program would assist Georgia in providing preventive services to strengthen and preserve families.

My agency, Families First has a Family Preservation Program which operates under the premise that all parents want to be good parents, but are often prevented from doing a better job by the realities of financial hardships, drug or alcohol abuse or lack of parenting skills. With intense outreach counseling and support services for families that are at risk for having their children removed by the state, the Fam-

BEST COPY AVAILABLE

ily Preservation staff work with these families to prevent child abuse and neglect from re-occurring. This program has been very successful during its two year history, as 95 percent of the children served have been able to remain with their families.

Unfortunately, funds for this kind of preventive help are extremely limited, and Families First, working in partnership with the state and local Family and Children's Services agencies, is only able to provide these services to a limited number of families in a few metropolitan Atlanta counties. Funding Title IV–B at the authorized level would allow agencies such as Families First to serve more families and prevent unnecessary out-of-home placements. Passage of S. 4, the Child Welfare and Preventive Services Act, would go even farther to meet the needs of these families, as it would guarantee allocation of IV–B funds and add two new components to the program—one for family support services, such as those offered by Families First, and one for comprehensive substance abuse prevention and treatment services.

Another innovative approach that prevents costly out-of home placements by assisting families is the Family Resource and Support Grant Program. Created by the 1990 Human Resources Reauthorization Act, this program supports statewide networks of local family resource and support centers. These centers offer coordinated delivery of support services, maximizing the effectiveness of existing resources and assisting needy families who are confronted by fragmented social services. Several programs in Georgia, including the statewide "Family Connections" project, are testing similar strategies with promising results. To enable more families in Georgia and throughout the nation to benefit from local family resource centers, I urge you to include a fiscal year 1992 appropriation of $30 million for this program.

Dollars spent on preventive health care are especially effective, and our failure to invest in such programs has tremendous social and economic costs. Georgia has made strides in recent years as we have attempted to address the infant mortality problem, but little progress has been made in improving the rate of low birth weight babies. Low birth weight is one of the leading causes of infant mortality, and studies have shown that early and continuous prenatal care can reduce low birth weight significantly.

Lack of access to health care for poor and uninsured families in Georgia is a major problem. Access to adequate care depends on a family's insurance status and connections to ongoing sources of care. Medicaid provides access to health care for a significant number of pregnant women and children in Georgia, but many physicians do not accept Medicaid. About one-fourth or 23.8 percent of Georgia children are uninsured and lack Medicaid, and access to health care is particularly difficult in rural areas of Georgia. We are not even doing an adequate job of providing health care to those families who are Medicaid eligible, as is demonstrated by the lack of outreach and follow-up to encourage those children who do get Medicaid to participate in the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program. In 1990, only 17 percent of the 436,171 eligible children in Georgia received health screening through the EPSDT program.

Georgia's local health departments receive funding through the Title V Maternal and Child Health (MCH) Block Grant to provide basic and specialized health care to low-income pregnant women and children. This federal funding has allowed Georgia to expand health care to previously underserved pregnant women and children. Increasing federal spending for the MCH block grant to the authorized level would be a wise and prudent use of our resources, and would certainly benefit children throughout Georgia.

The most important point I wish to make is that we are a country with enormous wealth and resources, but over the past decade, our priorities seem to have been at odds with what is necessary for a productive future for our children and our nation. While our decades-old battle with Communism has been won and we have made major strides in developing new technologies, we have failed to provide our children with the basic building blocks of healthy development. Rearranging the dollars we spend on children and youth is no longer a viable solution. It is time to invest adequate resources; our children deserve better and the future of our country depends upon it. Your Committee has jurisdiction over spending for many of the programs that can improve opportunities for our children's success. I urge you to continue your leadership and push for funding of programs which will provide the much-needed supports to this country's families.

STATEMENT OF DWIGHT EVANS, EXECUTIVE VICE PRESIDENT FOR EXTERNAL AFFAIRS, GEORGIA POWER CO., ATLANTA, GA

Senator HARKIN. Next, Dwight Evans, executive vice president of external affairs for the Georgia Power Co.

Mr. Evans is a Georgia native and a graduate of Georgia Tech where he received his bachelor's in civil engineering and a master's degree in environmental engineering, and also a degree from the Atlanta Law School in 1980.

He has served on many boards in the Atlanta community, including the Georgia Youth Science and Technology Center and the Georgia Coalition for Excellence in Mathematics Education. Georgia Power has provided space for various Head Start programs throughout the Atlanta community. For example, Georgia Power recently made a commitment to the J.F. Beover School to assist them in establishing a new Head Start site at the school.

So again, Mr. Evans, it sounds like Georgia Power has been in the forefront of this and we welcome you to the subcommittee.

Mr. EVANS. Thank you very much, Chairman Harkin.

I thought in the interest of time that I would summarize those parts of my remarks that relate only to private sector involvement supporting education.

Senator HARKIN. Appreciate it.

Mr. EVANS. In the southeast, our economy has grown in the past primarily because we had a work force that was relatively low-skilled, willing to work for relatively low wages. That world has largely disappeared. We are moving to a shrinking world in which our work force has to be able to compete throughout the world. Not only are we exporting jobs by exporting industry, with the advent of satellite and computer technology, we can also see a lot of our financial world moved to other countries also. So I believe that the private sector has to be involved in helping solve some of the educational problems.

Our company has made a major role in collaborative efforts to improve education in Georgia. We were a driving force in the efforts to form the Georgia Partnerships for Excellence in Education. In addition, I have a staff of people who work full time, who helped prepare a blueprint for changing the school system in Georgia, for changing the way we educate, and we are hopeful that we will get a Federal grant in Georgia to be one of the Georgia 2000 partnerships in education.

In the past 2 years our company has focused in two areas. The first of those is the efforts to improve math and science education. The second is preschool intervention.

We have been working with both educators and people in the private sector to improve the way we teach math in Georgia. We find that we lose most students in ninth grade math. We teach for an average student and the average student learns ninth grade math in 1 year; the above-average learns it in 6 months; the below-average learn it in 18 months. Our teaching style essentially bores the fast students and loses the slow students.

The computer methods of teaching math allow the students to learn at their own rate. The fast students learn and move on after 6 months. The slow students do take 18 months but they do learn.

This new way of teaching has won an award from the National Council of Teachers of Math and Science and the U.S. Secretary of Education.

To support math and science education. We have built a 12,000 square foot learning center in Newnan, GA. It is called the Shenandoah Environment and Education Center. In the past year, we have had more than 50,000 students and teachers to come through the center and this excites their interest in science. We have to turn out more Ph.D., scientists in our country. Last year, we educated less than 5,000 and most of those left to go to other countries.

In preschool intervention, we believe that that is a long-term solution to dropout problems. What we are doing here, we have more than 1,200 of our employees involved in a mentoring program in which they get personally involved with students, with potential students since it is prior to their entering kindergarten, and to work with them. Our employees, we find, are eager to get involved and will get involved if we give them the opportunities. And that is one of the things that we are trying to do.

We believe that also we have to get the parents more involved. Our company, along with the Gannett Co., had a program last year that provided a media campaign and gave parents expert advice from child psychologists on how to help their children to succeed in learning.

Very quickly, we had more than 300,000 people, 300,000 parents to ask for this information and that has been sent out, and we find that to be a great success.

We believe though that we have to have the parents and the community involved. We believe that every education program will be only as successful as community involvement and we believe that every community is only going to be as successful as the education.

PREPARED STATEMENT

And I would like to just end on one personal note. I grew up on a farm in rural Georgia, the fifth of seven children. We had a bookmobile that came around to our home in the summer and we had a reward system whereby if we read 10 books that summer we received an award, 20 books a higher award, 30 books a higher award. And so our mother insisted that we read and she also read the books and we had to give her book reports. So I think that helped me become very excited about education. Last year, that bookmobile had to stop this route through the rural part of the country that I grew up in because of lack of funding. And so I think the children that are growing up there now will not have that opportunity and we have to provide the opportunities. We can invest in the children today or we will see our status as a country fade and fade quicker than we realize.

Thank you very much.

Senator HARKIN. Thank you very much, Mr. Evans.

[The statement follows:]

STATEMENT OF DWIGHT H. EVANS

My name is Dwight Evans, and I serve as executive vice president for external affairs at Georgia Power Company. I would like to begin by thanking you for conducting this hearing and allowing me to share my thoughts. Like many business people today, I fear our country faces significant decline in the near term if action isn't taken to prepare our citizens for the jobs that will dominate our shrinking world in the 21st Century. We need to invest in our citizens, and I'm thankful that many in positions of political and community leadership recognize this fact.

I would like to describe the environment we perceive and explain why we are concerned. In the southeast, economic development has relied traditionally on the supply of people who had low skills and who earned low wages. If youngsters dropped out of school, they could usually find work in textile mills or other industries. If they could not read, they could usually find work that demanded a strong back.

That world has largely disappeared, and it is quickly being replaced by an international economy fueled by technology and an educated workforce. Technology provides industry with the means to be more competitive, and it also allows jobs to easily cross national boundaries. If you work in a Georgia textile mill today, you will need computer skills to operate the equipment that has kept that industry alive. If you are an insurance company that handles large amounts of financial data, you now have the option of using today's satellite and computer technology to tap the better educated workforce of another country.

Tragically, our educational investment in human capital has not kept pace with technology. As a consequence, many of our citizens and their children face a lower quality of life. According to the Hudson Institute, between now and the year 2000 more than half of all new jobs created will require some postsecondary education, yet each year 600,000 American youngsters drop out of school. According to the Georgia Literacy Coalition, by the year 2000, six out of ten new jobs created in Georgia will be in metropolitan Atlanta, however, 39 percent of the total adult population will lack the skills to get a job or to perform that job adequately. According to the U.S. Department of Education, 14 million Americans will be unprepared for available jobs in 1995 if education outcomes don't improve.

In my state, there are an estimated 1.7 million illiterate adults. The estimated cost in welfare and unemployment compensation due to illiteracy is six billion dollars each year. The cost to society increases when you consider the price tag for incarceration and the lost potential in our prison population. The University of Georgia studied our state's crime problem and concluded it stems from an erosion of the traditional family unit and the failure of society to educate children.

At Georgia Power, we have a strong incentive to invest in people. We have a multi-billion dollar investment in our state. If our citizens and their employers can't compete then we'll lose valuable customers. If we can't locate and recruit well-educated employees then our company can't compete and its future will be in doubt.

Our company has played a major role in collaborative efforts to bring statewide attention to education and the need to invest in people. Our Economic Development Department helped form the Georgia Partnership for Excellence in Education which created a blueprint for change in Georgia's education system. We have a group of employees who work entirely on improving public education, and they played a significant role initiating a state effort to completely redesign school systems for the needs of the next century.

In the past two years, we have focused the majority of our educational efforts on math and science and preschool intervention.

Our math/science focus is important, I believe, because our country lacks a sufficient supply of competent people in these fields. Working with educators and other business people we pioneered new ways to teach mathematics attacking all the impediments to learning. This new way of teaching mathematics has won praise from the National Council of Teachers of Math and U.S. Secretary of Education Lamar Alexander. Last month, the leaders of this initiative were invited to England to share their creation with business and education leaders from around the world.

To support science education, Georgia Power built a 12,000 square foot learning center in Newnan, Georgia. The Shenandoah Environment and Education Center serves approximately 50 thousand teachers and students each year exciting interest in the sciences. Since many of these same teachers didn't do well in science when they were students and perhaps don't know how to teach the material, we sponsor science and math workshops for teachers enabling them to learn from experts in science education.

One of our most difficult challenges is our commitment to preschool intervention. We believe a long-term solution to the dropout problem and our crowded prisons lies in investing with children before they reach the first grade. We believe our society must put more emphasis on good prenatal care and give special attention to at-risk three and four-year-olds.

Head Start often provides good programs for this group of youngsters, but to fully fund Head Start in Georgia is estimated by some to cost almost two hundred million

BEST COPY AVAILABLE

dollars per year. Last year, our state had to cut its budget due to revenue shortfalls, so it will be quite a challenge to invest as we should in our youngest citizens.

Pre-school intervention is the long-term solution to our dropout problem, and mentoring programs may be the solution to the dropout problem immediately before us. For that reason, our company has worked with educators to create a statewide mentoring program to link our employees with youngsters with special needs. Our employees have been eager to support this initiative, and I would encourage other businesses to offer this opportunity to their employees.

I started my remarks by commenting on how technology had changed the workplace, and I'd like to take a moment to give our perspective on how societal changes have affected the workforce. Many of us grew up at a time when the Norman Rockwell traditional family dominated our country. At that time, one spouse worked and another stayed home raising the children. A structure existed to support children and give attention to their educational needs. Today, this traditional family comprises only six percent of the population. Many households today are characterized by a single parent, and often this person works away from home. In some segments of our population, there is no male figure in the house and no role model for the children.

Single parent households can certainly produce well-rounded, well-educated children, but I think most people would agree that the job of raising children gets more difficult if a parent does the job alone and also serves as breadwinner.

It is difficult enough to be a parent under ideal circumstances, but the role of parents in today's work world is very demanding. In my opinion, we are seeing some of the effects of this strain in our education system. Child abuse has increased dramatically, and children bring this problem with them to school. The number of children at the poverty level has increased, and all too many come to school hungry and unable to learn. In Georgia, we have heard reports that some children in our schools eat once a day, and that's in the school cafeteria.

If business and political leaders are to work with educators to attack the ills affecting our children, I believe we must look for ways to help parents play their role effectively. Georgia Power and Gannett Corporation found a great way to do this earlier this year through a media campaign that gave parents expert advice from child psychologists on how to help their children succeed in learning. We offered printed material and other items to parents, and the response was amazing. Very quickly, we had more than 300,000 people call or write asking for the assistance.

I think the good news is that we still have a lot of parents from all socioeconomic backgrounds that love their children and want to give them a prosperous future. We all need to find ways to help those parents and their children. Parents can play a strong and pivotal role in affecting a child's self-esteem, the value they attach to their education and the physical and mental health of the child upon arrival at school.

Finally, I think a fundamental role exists for every community in our state and elsewhere across the nation. Each county or municipality must assume responsibility for all its children and invest its resources to help these youngsters succeed. I believe the saying that no community is better than its school system and no school system is better than its community. The two are linked whether that bond is acknowledged or not, and we serve ourselves best as community leaders if we commit ourselves now and in the future to our children.

Whether we are discussing the role of communities, parents, teachers or business, the time for investment is now. We have invested poorly for several decades, and we are reaping dividends of failure, crime, tragedy and despair. We cannot exist well as a society if a large percentage of our population is locked into hopelessness and a well-educated minority thrives. As leaders, we must act quickly to invest in all segments of our population giving each person the educational tools they need to have hope and opportunities. If we fail in this challenge to our leadership, then we will have relegated our nation to third world status in the next century.

Thank you again for conducting these important hearings, and thank you for allowing me to share my opinion.

STATEMENT OF HORTENSE LINSEY, ELEMENTARY SCHOOL TEACHER, BENTEEN ELEMENTARY SCHOOL, ATLANTA, GA

Senator HARKIN. Now Hortense Linsey. Mr. Linsey has taught school for 32 years and for the last 10 years at Benteen Elementary School. Currently, she teaches reading and mathematics in grades one through five and is a chapter 1 teacher.

She has received many awards for her teaching excellence. In 1970, she was named the Reading Teacher of the Year by Atlanta University Reading Center. In 1988, she received the Atlanta Public Schools Academic Achievement Award. She has twice been named Atlanta Public Schools' Teacher of the Year and in 1989–90 received the American Teacher Award sponsored by Disney, IBM, and NEA.

Very impressive. Thank you very much for being here, Ms. Linsey.

Ms. LINSEY. Thank you, Senator Harkin and committee members, for granting me this opportunity to testify at this hearing on the subject "Investing in Children". I am Hortense Linsey, a chapter 1 teacher for grades one through five in the areas of reading and mathematics. I have been teaching the Atlanta Public Schools for some 30-plus years. And I certainly do know what some of the problems are.

Many of the children that I teach live in poverty situations and have not had preschool experiences. Actually, approximately 45 percent of the kindergartners enter school without these important preschool experiences. Many of these children have teenage mothers, as you have witnessed today, who often drop out of school and do not have sufficient parenting skills to provide their children with readiness experiences. Children from family situations like these come to school handicapped because they do not have a chance to develop the skills and the habits, the attitudes necessary for a successful beginning in school. This lack of developmental skills is reflected in low test scores measuring intellectual and scholastic ability.

Also, the lack of preparedness for school has lead to the unnecessary placement of most of the children into special programs such as special education classes, the school's practice of grade retention or social promotion. The result is that a good many of the children in these situations eventually drop out of school; however, children who have had a chance to attend preschool programs, develop social skills and attitudes that tend to enhance the children's acquisition of viable academic skills which make for them successful experiences within the school and lead to successful careers. The end result is an appropriate education and a better quality of life.

As I reflect on the past years as a teacher in the Atlanta public schools, I recall that the system operated approximately 38 preschool centers. As I reflect back, we started out with 6 and as the time passed, they had 38. Now they have just 6. Due to the decline in funds, most of the centers were closed and fewer children were able to receive experiences that aided early childhood development. Yet, we have seen that early childhood experiences make a marked difference in educational development for all children, but especially for those children from impoverished backgrounds.

An example that I recall that underscores the importance of programs which address the deficits that some children bring to school and then to their careers involves a child that I knew. She was one of my pupils and the child of a teenage mother who was a dropout. The mother and the child, however, were able to take advantage of an opportunity to participate in the school system's early childhood programs before the system cut back. These programs taught parenting skills and emphasized good learning habits such as listening skills, social behavior, attitude as well as fundamental early childhood learning experiences. The result was that this mother, learning along with her child, as you have heard here today, was able to reinforce learning experiences taught at school. This child, who otherwise might have been another drop-out statistic, was able to complete both elementary and high school and go on and become a registered nurse. The early childhood program was an investment in this child's future and really it paid rich dividends.

As a front observer, I know that we must be willing to invest up front for all of the children in our country, as you have heard here today. For I have observed, as I am certain many of you have, that the future of our country depends on how well we educate our children. Children are the future.

Now as a teacher you would expect me to make some recommendations.

Instead of cutbacks in programs, I feel that we need more quality preschool programs, more programs dealing with parenting and job training skills, all children to have quality academic and health care at all levels, and more funds for public education for all children.

PREPARED STATEMENT

And so I suggest the following program approaches as a few examples of the many ways to address the problem of the deficits in preschool experiences or school readiness:

First, provide TV programs on a continuing basis to help parents learn how to care for and support their children's development. You know that in many homes there are the television and that is one way we can get at some of the problems.

Second, provide home training for parents and that means an outreach program for all of the major communities.

Third, provide quality prepared teachers and paraprofessionals for quality day care centers.

Thank you for this opportunity to testify.

[The statement follows:]

STATEMENT OF HORTENSE LINSEY

Thank you Senator Harkin and Committee Members for granting me this opportunity to testify at this hearing on the subject of "Investing in Children". I am Hortense Linsey, a chapter 1 teacher for grades one through five in the areas of reading and mathematics. I have been teaching in the Atlanta Public Schools for thirty plus years.

Many of the children that I teach live in poverty situations and have not had preschool experiences. Actually, approximately 45 percent of the kindergartners enter school without those all too important preschool experiences. Many of these children have teenage mothers who often have dropped out of school and do not have sufficient parenting skills to provide their children with readiness experiences. Children from family situations like these come to school handicapped because they have not had a chance at developing skills, habits, and attitudes necessary for a successful beginning in school. This lack of developmental skills is reflected in low test scores measuring intellectual or scholastic ability.

Also, the lack of preparedness for school has lead to the unnecessary placement of most of these children into special programs such as special education classes or to the school's practice of grade retention and social promotion. The result is that a good many of the children in these situations eventually drop out of school; however, children who have the chance to attend preschool programs, develop social skills and attitudes that tend to enhance the children's acquisition of viable academic skills which make for successful school experiences throughout their school careers. The end result is an appropriate education and a better quality of life.

As I reflect on past years as a teacher in the Atlanta Public Schools, I recall that the system operated approximately 38 preschool centers. Due to a decline in funding, most of the centers were closed, and fewer children were able to receive experiences which aid early childhood development. Yet, we have seen that early childhood experiences make a marked difference in the educational development of all children but especially those children from impoverished backgrounds. An example that I recall underscores the importance of the programs that address the deficits some children bring to the beginning of their school careers.

One of my pupils was the child of a teenage mother who was a school dropout. The mother and the child, however, were able to take advantage of an opportunity to participate in the school system's early childhood programs before the system cut back. These programs taught parenting skills and emphasized good learning habits such as listening skills, social behavior, attitudes as well as fundamental early childhood learning experiences. The result was that the mother, learning along with the child, was able to reinforce learning experiences taught at school. This child, who otherwise might have been another dropout statistic, was able to complete both elementary and high school and to go on to become a registered nurse. The early childhood program was an investment in this child's future which really has paid rich dividends.

As a frontline observer, I know that we must be willing to invest up front for all of the children in our country. For I have observed, as I am certain many have, if we do not, there is no future for them or for the country. Children in some segments of society need much more support than others.

Instead of cutbacks in programs, I feel there is a need for: more quality preschool programs; more programs dealing with parenting and job training skills; all children to have quality academic and health care at all levels; and more funds for public education for all children.

I suggest the following program approaches as a few examples of many ways to address the problem of deficits in preschool experiences or school readiness: provide T.V. programs on a continuing basis to help parents learn how to care for and support their children's development; provide home training for parents (outreach programs); and provide quality prepared teachers and paraprofessional for quality day care centers.

Senator HARKIN. Thank you very much, Ms. Linsey. As you know, however, all that costs money and they tell us we do not have any money. But I show, No. 1, the gross national product, still the richest country in the world.

Ms. LINSEY. Guess what, we do have money.

Senator HARKIN. That is right.

Ms. LINSEY. And we send our money overseas. Keep our money here and educate our people.

Senator HARKIN. I forget which witness—I think perhaps it was Ms. Williams—mentioned this, about how much we are spending on children. You used a figure of about 7 percent.

Now tell me again what was that, based on 7 percent of—because I have some figures here and I just want to see if we are tracking along the same thing.

Ms. WILLIAMS. OK. I will share with you that I got this figure from a document produced by Child Welfare League of America and it is their legislative packet for 1992. And I am sure that they could give you the cite on that. In fact, I will call and ask that they send it to you, but it is Child Welfare League of America.

Senator HARKIN. OK.

Ms. WILLIAMS. And in their 1992 legislative recommendations, they stated that only 7 percent of Federal funding is for programs that provide services and benefits to children under 18 and their families.

Senator HARKIN. As I said, my staff figured it up and we came up with about 5.9 percent, so we are not too far off.

Ms. WILLIAMS. I think they would like your figure better. [Laughter.]

Senator HARKIN. But listen to this, we added up all these discretionary programs and we are still working this out, so I do not know if we have it completely tied down yet, but we are pretty close. If you figure up all of the programs in which we spend for children under age 18 and that includes education—all the children's programs—that comes out to be about 5.9 percent of the budget. It comes out to about $1,020 per child in America.

Spending for the elderly who are 65 years of age and older represents 28.5 percent of the budget or $11,350 per person. Again, they say money does not answer the question, but if you look at the instance of poverty among the elderly and what has happened in the last 20 years, we have basically wiped out poverty among our elderly citizens.

Now the kids are out there. Of course, they do not have any votes.

Dr. HAWK. Senator, I think figures will show that Japan, Germany, and some of the more progressive countries are spending a lot more per child than we are, as you just well pointed out.

Senator HARKIN. That is true. Now again, are you all familiar with the Committee on Economic Development's report that came out 1½ years ago perhaps, 1 year ago January?

This Committee on Economic Development was a group of over a dozen of the larger corporations in America. They set up a group called Committee on Economic Development, to study education in America. These were not social types, not politicians, these were CEO's of some of our largest corporations. And they put money into a study. Jim Lanier was the head of the study group on education, he is the CEO of Honeywell in Minneapolis. He came into my office a little over 1 year ago, after the report came out, and wanted to talk to me because obviously all Federal funding for education comes through this subcommittee. And it was in that report in which it was stated that their finding was that education begins at birth and the preparation for education begins before birth. And the whole thrust of the report was that we are focusing too much later on.

We fund chapter 1, a fine program, elementary and secondary education, remedial reading, remedial math, all the other things, Pell grants, college, and student loans. But they pointed out if you do not get these kids early, you are going to keep pouring more and more money into chapter 1 and remedial programs. And their whole emphasis was on looking at maternal and child health care, healthy start programs, immunization programs, WIC programs, Head Start programs, child care, day care, not as welfare programs but as part of our educational system. These are components of education in America. Perhaps in that way we might begin to focus more priority there if we look upon it as part of the educational system.

I just throw that out to you for your thoughts and if you have any response to that or if you have any different slants on that or ideas on that, you might get back to me on that study or on the CED or how you view that aspect of it.

Dr. ELSEA. I think that is great. It just is amazing to me that we put this money in later on when it is so important at the very early stage when that child is conceived, helping that mother and that child learn the basic things that need to be done. That pays off so much more and, in fact, it is progressively worthwhile I think probably as they get older. We cannot even afford—we do not even pay for one visit to the home of a pregnant woman or to a newborn mother, despite the great problems that we know they have in our inner cities.

Our parent-infant intervention program tries to help teach parenting especially. We see remarkable changes in these young women. As I say, the low birth weights have decreased by 90 percent and they learn how to deal with their own children, with others. What a great start for an infant.

Ms. WILLIAMS. You mentioned the changes, the improvements relating to how we brought the elderly out of poverty. And I think rather than setting up the young against the old, what I would like to say is to me that demonstrated that in this country, if we decided to do something, we were able to do it.

Senator HARKIN. That is the point.

Ms. WILLIAMS. And I think we can do the same for children without necessarily setting off the young against the old. I just would like to say that I think we can do anything we want to in this country, we have proved that with Desert Storm and bailing out the S&L's. If we want to do a better job with our children, we are one of the greatest nations on Earth and we can do so. [Applause.]

Dr. HAWK. Senator, may I state that in the Atlanta Project thus far, we have found the greatest health concern that the population has is related to safety. And as a physician, I thought it would be access to health or whatever. But they relate the important need of safety in their community.

Another health concern is inadequate housing. And for awhile, I did not understand that. Except now that we have found that juveniles that go to youth detention centers return to youth detention centers more often because they do not have a home life or a home and they have a better time at the youth detention center.

I point this out because it is very, very difficult to separate health, education, and social needs of the growing child from birth right on up. And I applaud this committee, your committee, for looking at this as a total, and it must be for investing for the future. And I agree that we can do whatever we decide we want to do. We just must put priorities where they need to be.

Senator HARKIN. After my hearing in Newark, NJ, I guess it has been 1½ months ago now, I was on a radio call-in show and a caller phoned in and said well Senator, sounds like what you want to do is you want to have the Federal Government raise our kids and that ought to be left with families. And he took me to task and went on a little bit about how the Federal Government should not be involved in raising kids. Again, I ask you that question, what is the proper role for the Federal Government. Obviously the Government cannot raise kids, should not raise kids, parents should. But what is the proper role for the Federal Government? If you run a college and someone asked you that question, how would you respond? I will not tell you what I said, but I want to know how you would respond to that. What is the appropriate role?

Ms. **WILLIAMS**. I think the proper role is providing the support that families need. I do not think that Government should take over, but I think that the Government should provide support to families so that they can stay intact and stay together and provide their children with what they need. And so that would be my answer.

Dr. **HAWK**. I would agree but also add that I think the Federal Government should set standards of care, standards of concerns, so that each State may develop their own programs but reach toward a goal. And this is why I urge that we consider a policy that entitles preschool education and entitles preventive care, medical care, to all of our children. If we do not have a certain standard, it is going to vary like our Medicaid system today varies. And that varies all over the country, depending on how many dollars each State puts into the program.

Senator **HARKIN**. Anything else on that? Ms. Linsey, let me ask you a question. You have been a teacher 32 years.

Ms. **LINSEY**. Yes, sir.

Senator **HARKIN**. So you have seen young kids coming up for 32 years. What has changed in those 32 years? You teach what, first grade—kindergarten too?

Ms. **LINSEY**. Initially we started out with kindergarten and now my special programs is in grades one through five.

Senator **HARKIN**. Well are kids less ready to learn now when they come to school, or more? Describe for me what you have seen over 32 years. The kids of 32 years ago or 30 years ago compared with today.

Ms. **LINSEY**. Thirty-two years ago, we were just beginning with Head Start programs, other kind of interventions and we were putting a lot of money and training into those programs. For example, I think we started out in Atlanta with six centers and there was about 1,000 children being served. Somewhere near year 1975, 1978, we had about 35 or 34 different centers which brought in 3,000 children into the centers which provided training for parents, provided training for children. Therefore, the children were doing better.

All of a sudden we had the cutbacks like I said in my presentation, and we are down to six centers in the Atlanta public schools, which means they are serving approximately 1,000 children and we do not have teachers working with those children, we have trained paraprofessionals to work with those children or we have a curriculum person over those students. So we have cut back in order to save money, but we also have cut back and lost training for children, which means that eventually we will have lost out in our country, we will not have people prepared for the job market.

Once we get a person working, that person pays taxes, that person is not on welfare, that person's money will help take care of the elderly. But if we have everybody out there not being able to make a living, we will not have taxes and we will not be able to take care of anybody else.

So I say in the beginning we were doing better. Now we are doing worse. We need the funds but we need to put some perimeters around it saying that we are going to have quality, whatever we do, make sure it is quality. So that as he, within his program with Georgia Power, as they join partnership with Atlanta and other groups, we want to know from them what is it that our kids needs to know, come in and work with us.

Education is important, but we have to work as a team.

Senator HARKIN. Can you tell a difference in your kids that come into school between those that have been to Head Start and those that have not?

Ms. LINSEY. Yes.

Senator HARKIN. There is a difference?

Ms. LINSEY. Yes; the attitude about school, for one thing.

Senator HARKIN. Pardon?

Ms. LINSEY. The attitude toward school. Some of those social habits, between a child who has been to preschool and a child who has not. You can readily see that. Some of the kids are already ready to read. They are good listeners. Do not start me. [Laughter.]

Senator HARKIN. I am sorry, I was just conferring with staff, you just reminded me of something. At our hearing in Los Angeles, I was asking about the importance of Head Start and a teacher said—and I am just paraphrasing here—she said the most important thing about Head Start is not that they learn to read or learn math, the important thing is that they learn to love school. It is somewhere they want to go to, a place where they feel comfortable, and they feel wanted and needed.

Ms. LINSEY. That is the attitude.

Senator HARKIN. Yes; it is the attitude. So you would agree with that statement I guess.

Ms. LINSEY. Sure.

Senator HARKIN. Mr. Evans, in Los Angeles also we heard from Dean Wilson, the CEO of ARCLA. He said the following, which I have been using a lot. He said, as a corporation, we believe what de Tocqueville observed about our unique process when he said that the United States of America functioned best on the premise of self-interest rightly understood. Our corporate and individual self-interest is at risk today in America unless we can bring more of the these kindergartners into self-sufficient and productive lives.

One of the things that I am trying to do with this subcommittee is to reach out into the Committee on Economic Development to private entities in the United States to get them more involved in perhaps understanding what Mr. Wilson said and what de Tocqueville said about our self-interest rightly understood. And I think you mentioned that in your statement, perhaps not in those words, but again looking down the pike, what is in the best interest of the corporate structure of America and for our business interests in America is to have that well-educated and adjusted, healthy work force.

And again, any thoughts you have on how we can better involve the private sector in this, because it has to be involved.

Mr. EVANS. The private sector has to understand the self-interest that we have. For example, our company has all of its assets located in Georgia and we are not going to move them to another

State or to another country, so the 500,000 people that Dr. Hawk talked about are our customers.

Senator HARKIN. That is right.

Mr. EVANS. And if they do not have jobs and do not have a future, then our country does not have a future. If we cannot hire employees who can read and write, then they are not going to come in and learn to work on the equipment and run the facilities that we have. So we have a self-interest from two standpoints. No. 1, is hiring new employees and hiring people from our area who want to live here and stay here and have careers here; and second, from having a growing economy that allows our country to grow also and our economy can only grow as long as our citizens can have more jobs.

So the self-interest is there and if companies will stop and think, I think they will see that is the case.

Dr. HAWK. I would agree, sir, that corporations, not only in Atlanta, but everywhere, are beginning to be very concerned about just what Mr. Evans has said and President Carter has been able to mobilize and enthuse the business, lay, religious community of Atlanta to get involved in the Atlanta project.

I think I said that we have 20 different clusters and he is now in the process of trying to involve a large corporation to be a partner with each of the clusters. So hopefully we would have 20 large corporations. And this is not just for money, but these are for volunteers from that Georgia Power to get involved on a one-on-one basis. It is also to hopefully set up scholarships for deserving students to be able to go to college, and it is also being involved in a financial way.

But this process here is beginning to work. We are asked, you know, when are you going to see some results, but please understand that the concept started only 9 months ago when President Laney of Emory University talked with President Carter and said what about let us trying some of the successful measures that you have done in the Third World, let us try them right here in our own backyard. And so then the patient or the population was chosen.

We then developed the administrative network, framework for this. We have raised, or he has raised many millions of dollars from foundations, individuals, and corporations. We are now developing partnerships. And as I said earlier, we are at the stage now of developing the process of how we will go about choosing how we will proceed. We do not want to do it wrong and we are going slowly, but the enthusiasm is tremendous, the excitement is tremendous and believe me, to begin with, the population was not talking to themselves. They did not want outsiders to come in and talk with them, but now there are town meetings, there are neighborhood meetings, they are planning, and they are beginning to learn the empowerment aspect.

We take all of this for granted, but they do not have the knowledge and background of why they need to go to the doctor, why they need an education and how to get a job, once you have got a job how to keep that job, what is a proper diet. So we have got a long way to go but we are making tremendous strides. The President says, "When I ask are we on schedule or talk about schedule, people reach into their pocket for their weekly or monthly calendar, I look at my watch." So he is very impatient, but he understands and we are making progress. It is exciting.

Mr. EVANS. From the corporate perspective, we think this is going to be a model that can be used throughout the country. President Carter can get into any office to anyone at any time and he is getting the senior corporate executives involved. He has had us out in the communities, in the housing projects that we drive within a mile of on our way home but never been in. And it is shocking to go there for someone who has grown up in the middle class, to see a 10-year-old that is afraid that he is going to die because of the violence that he has seen. And it is something that you do not see watching television, it is something that you cannot relate to, and he is getting people out to see that and it is a new world when you see that. It makes a big difference.

Dr. HAWK. And it was a new world to him to begin with.

Two things and then I will stop. The status symbol of many youth today is not to be a good student or to be in sports, but it is to have a machine gun. That is what they dream of. The President learned that the most common age of pregnancy in this patient population was age 11, and when he asked the teacher why, the teacher said because they bring more money off the street because they have less likelihood of having AIDS for awhile. And this is absolutely shocking, but this is the true facts of what is happening in our city of Atlanta. We have two cities.

Senator HARKIN. Well I think that just about sums up everything.

Again, from a health, education standpoint, we have a commissioner of health here, there has been some talk that perhaps separating out education and health is not the wisest thing in the world since they are so closely intertwined. We have a crazy system now. I have jurisdiction over health and education, and maternal and child health care comes under HHS. The WIC Program comes under Agriculture; Head Start, an education program, comes under Health and Human Services, Department of Health, rather than Education. There is a crazy hodge-podge of things out there and nothing that really focuses in and says health and education are closely intertwined and they ought to be considered as sort of almost a single entity, especially in those early years of life. If you are not healthy, you cannot learn. And getting preventive care, keeping kids healthy, is part of the educational system.

Well is there anything else any of you would like to impart to the subcommittee before we adjourn?

Mr. EVANS. I just had one more comment to your last statement. One of the things that President Carter told us that he had found is that there are 112 Federal agencies in Atlanta representing primarily the southeast and he has found that not only do those 112 agencies not talk with each other, they are in competition with each other.

Senator HARKIN. Some 112 Federal agencies?

Mr. EVANS. Yes, sir.

Senator HARKIN. In Atlanta or in Georgia? In Atlanta.

Ms. WILLIAMS. Serving the southeast.

Senator HARKIN. That is amazing.

Dr. HAWK. And they do not even talk to one another.

Senator HARKIN. Amazing.

Dr. ELSEA. This is a part of the disarray—I participated in a future of public health report of about 4 years ago and that evidence of the kind of disarray is what we spoke of being in public health, when you have a bunch of people wanting to do things, but they are going in different directions and not talking to each other.

Dr. HAWK. The system has kind of been put together as a patchwork and there comes a time——

Senator HARKIN. Well being a student of Government, I have seen it happen, you have a particular problem, you pass a bill, you go after one problem, an agency is set up, you have a line item for that, and then along comes another problem and you answer that. It just builds up over time. Not to say that probably each one of those agencies is not doing some good somewhere.

Dr. HAWK. Absolutely.

Senator HARKIN. They are. But we are not looking at it as an overall systems approach and going after it in one systems approach.

Dr. HAWK. Must be a lot of duplication.

Senator HARKIN. There is a lot of overlapping. And when you have that, that is when people fall through the cracks, when you have that kind of a system set up. So hopefully we can perhaps have instead of a Department of Health and Human Services and a Department of Education and perhaps Agriculture, maybe we need one Department of Family Services and it is all wrapped up into one where you have casework management, you have one family that you take care of and you deal with people as a family, not just as a part of an education here and part of a health care here and part of something else here, but just one family structure and what do you need to get from here to there.

Dr. HAWK. And that I believe was the purpose of the Children's Bureau.

Senator HARKIN. I think you may be right. And you know, a lot of times I have been accused of reaching into the past a lot, but sometimes history is not all wrong.

Dr. HAWK. If we do not learn from the past, we will make the same mistakes again.

Senator HARKIN. Exactly right.

Well you are very kind and very generous to be here today and to share with me your expertise and your intelligence and your insight, all of you. This subcommittee will continue these hearings because I intend to make a record, a strong and forceful record, from people like you, the other people that were here earlier and others, to build a case that we are not investing wisely in our children and the consequences of failing to do so is what I believe is bringing this country down economically, socially, and everything else. We are going to do everything we can to try to focus our resources into those early years. I must be honest and up front with you that this subcommittee covers a whole gamut of things but I am convinced now, after these hearings and after chairing this subcommittee for 3 years, I am convinced beyond any shadow of a doubt that if you do not get to kids before they are born, and into those early health prevention programs, by the time they are age

5, I do not care how many programs you have from then on, that kid is stunted from that time on. And you have got to get to them early and that is what we are about.

Well thank you very much.

Before we close, I should also thank the Centers for Disease Control for the support they provided for today's hearing.

STATEMENT OF LEONARD DAVIS, SR., WHITE WORKERS REFERRAL SERVICE REGISTER, ATLANTA, GA

Senator HARKIN. I had wanted to have an open microphone for members of the audience to speak and I know Leonard Davis, Sr., had wanted to speak. Unfortunately, we have run out of time; in fact, I am way over time. And I would like to have Mr. Davis' statement for the record. Is Mr. Davis still here?

[Mr. Davis rises.]

Senator HARKIN. If you could prepare something for us, I would be glad to put it in the record, or if you have something you would like to say in a couple or 3 minutes——

Mr. DAVIS. I can state it in a couple or 3 minutes.

Senator HARKIN. Well thank you all very much. If the reporter over there can hear you——

The REPORTER. Would you ask him to come over to the microphone.

Senator HARKIN. He has to come to the table, OK. I am sorry, Mr. Davis, that we are out of time. I know you have been waiting here and I know you want to say something.

Just take the chair there with the microphone, right there, that is fine. And I will ask you to identify yourself for the hearing record please.

Mr. DAVIS. My name is Leonard D. Davis, Sr., and I am with a company named White Workers Referral Service Register, but I am not here to say anything about my company.

Mr. Chairman, I am here to say that it seemed to me that what I have heard here today, a lot of good words, but those words seem to be a repetition of things that I have heard before. It appears to me that America needs a new direction. We have only two things to market, a service and a product. We talk about the children, Head Start, all of those programs are good but until the Government considers coming from a different point of view, a different direction because all of this thing has been going around in circles for years. I am 73 years old and I have seen this go around and around in circles, actually no real change. Funding Head Start is good, it is needed, but we need a new direction.

Now what I am trying to say is, Mr. Chairman, that you and other governmental officials need to stand back and take a look at what you have done, and I think you will see that you have not done the job. The people that you govern that elect you as governors, they are not informed enough as to what they the people need, what they need to expect of you, because for the most part they sit back and let you make the decisions. They need to tell you what they want and what they need and if you are really concerned about the continuation of this Nation, you are going to have to inform them to that effect. Otherwise, you are going to—in this country, you are going to witness something that happened in Russia.

For 75 years the people believed their leaders. We, for 200 years, have believed our elected officials. If you do not come from a new direction, we are going to have an economic collapse.

Thank you.

CONCLUSION OF HEARINGS

Senator HARKIN. Mr. Davis, thank you very much, I appreciate very much everyone being here. The subcommittee will stand in recess subject to the call of the Chair.

[Whereupon, at 1:45 p.m., Thursday, July 9, the hearings were concluded and the subcommittee was recessed, to reconvene subject to the call of the Chair.]

○

59-960 (272)

ISBN 0-16-039551-8
90000
9 780160 395512